

**AN ANALYSIS ON GRAMMATICAL ERRORS IN
DESCRIPTIVE PARAGRAPH WRITTEN BY
STUDENTS AT JUNIOR HIGH SCHOOL 3
MANDAU OF BENGKALIS REGENCY**

THESIS

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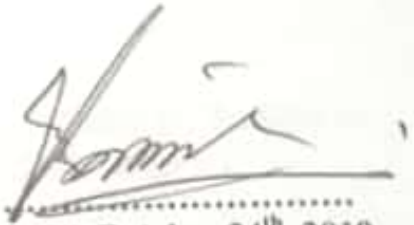
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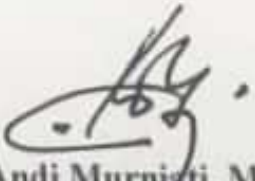
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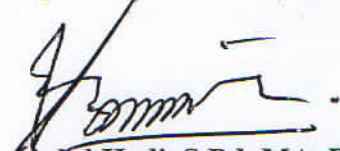
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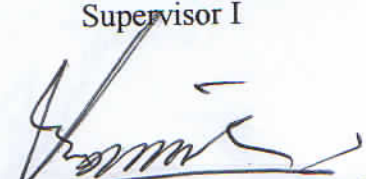
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ABSTRACT

Fajar Putra, (2019): An Analysis on Grammatical Errors in Descriptive Paragraph Written by Students at Junior High School 3 Mandau of Bengkalis Regency.

The purpose of this research was to find out the kinds and causes of grammatical errors in descriptive paragraph written by students at State Junior High School 3 Mandau of Bengkalis Regency. The subjects of the research were the second grade students of State Junior High School 3 Mandau of Bengkalis Regency and the object of this research was an grammatical errors in descriptive paragraph..

Employing Descriptive Quantitative design, the research involved the participation of 30 second grade students as the samples of the study. The researcher used purposeful technique to take the samples. To analyze the data, the researcher used descriptive analysis manually.

After analyzing the data, the researcher found that there are 4 classes of grammatical errors written by students. They are omission (O), addition (AD), Misformation/selection (MF), and Misordering (MO). The highest grammatical error written by students was Omission errors (49.56%). Then the second grammatical error was Selection errors (29.74%), it followed by Addition errors (12.5%), and the lowest grammatical error was addition errors (8.18%).

With regard to the causes of the grammatical errors, it was found that the causes were Interlingual causes (Transfer Error, Mother Tongue Interference, Literal Translation) and Intralingual causes (Overgeneralization, Ignorance of Rule Restrictions, Incomplete Application of the Rules, and False Concept Hypothesized) It can be concluded that Intralingual factor is the most in causing the students at junior high school 3 Mandau of Bengkalis Regency to make grammatical errors in writing descriptive paragraph.

Key words: Analysis, Grammatical Errors, Descriptive Paragraph.

ABSTRAK

Fajar Putra, (2019): Analisa Kesalahan Grammar dalam Menulis Paragraph Deskriptif yang di Tulis oleh Siswa di Sekolah Menengah Pertama Negeri (SMP N) 3 di Mandau Kabupaten Bengkalis.

Tujuan dari penelitian ini adalah untuk mendapatkan jenis kesalahan dalam grammar dan penyebab dari kesalahan grammar dalam menulis paragraph deskriptif di SMPN 3 Mandau

Penelitian ini dilakukan di SMPN 3 Mandau. Subjek penelitian ini adalah siswa kelas 2 di SMPN 3 Mandau, dan objek dari penelitian ini adalah analisa kesalahan grammar menulis paragraf deskriptif yang ditulis oleh siswa. Adapun jenis penelitiannya adalah *Deskripsi Quantitative*.

Sampel dari penelitian ini adalah siswa kelas 2. Keseluruhan dari jumlah sampel adalah 30 siswa. Penulis menggunakan teknik purposive untuk mengambil sampel. Penulis menganalisa menggunakan analisa descriptive secara manual.

Setelah data di analisis, peneliti menemukan 4 kelas kesalahan dalam grammar yang ditulis siswa. Di antaranya kesalahan penghilangan (O), penambahan (AD), kesalahbentukan (MF), dan kesalahurutan (MO). Kesalahan yang paling tinggi adalah kesalahan penghilangan 49.56%, lalu kesalahan kesalahbentukan (29.7%). Di ikuti oleh kesalahan penambahan (12.5%), Dan yang terendah yaitu kesalahan kesalahurutan (8.18%).

Kemudian berdasarkan penyebab kesalahan grammar siswa kelas 2 di smpn3 mandau kabupaten bengkalis di temukan bahwa mereka di hadapi oleh penyebab interlingual (transfer yang salah, pengaruh bahasa ibu, translate secara literal) dan penyebab intralingual (Overgeneralization, ketidak tahuan aturan batas, aplikasi yang tidak lengkap dan ikut aturan, dan salah menghipotesakan konsep). Bisa di simpulkan bahwa, banyak siswa memilih “Setuju” sebagai jawaban favorite mereka dalam menjawab kuestioner. Dan factor yang paling mempengaruhi siswa di smp 3 mandau kabupaten bengkalis dalam menulis paragraaf deskriptif adalah factor intralingual.

Kata Kunci: Analisa, Kesalahan Grammar, Paragraph Deskriptif.

الملخص

فجار بوترا ، (2019): تحليل الأخطاء النحوية في كتابة الفقرات الوصفية التي كتبها الطلاب في مدرسة الدولة المتوسطة (SMP N) 3 في Mandau ، بنجكالي ريجنسي.

بناءً على الدراسة الأولية ، وجد المؤلف أن الطلاب لم يتمكنوا من الكتابة باللغة الإنجليزية جيداً. سبب هذه المشكلة هو عدة عوامل. لا يزال بعض الطلاب لديهم بعض المفردات بحيث يتم خلطهم بالكتابة باللغة الإنجليزية. كما أنه من الصعب الكتابة باستخدام قواعد اللغة الإنجليزية الجيدة كما لم يتمكنوا من كتابة فقرات وصفية بملء فم واضحة. لذا ، فإن الكاتب مهتم بإجراء بحث حول المشكلة. الغرض من هذه الدراسة هو الحصول على نوع الأخطاء في قواعد اللغة وأسباب الأخطاء النحوية في كتابة الفقرات الوصفية في SMPN 3 Mandau

تم إجراء هذا البحث في SMPN 3 Mandau. كان موضوع هذا البحث طلاب الصف الثاني في SMPN 3 Mandau ، وكان الهدف من هذه الدراسة هو تحليل الأخطاء النحوية في كتابة الفقرات الوصفية التي كتبها الطلاب. نوع البحث هو الوصف الكمي. كانت عينة هذه الدراسة من طلاب الصف 2. وكان العدد الإجمالي للعينات 30 طالباً. يستخدم المؤلف تقنية هادفة لأخذ العينات. يحلل المؤلف باستخدام التحليل الوصفي يدوياً.

بعد تحليل البيانات ، وجد الباحث 4 فئات من الأخطاء في قواعد اللغة التي كتبها الطلاب. وتشمل هذه الإغفالات (O) والإضافات (AD) والأخطاء (MF) والأخطاء (MO). الخطأ الأعلى هو الخطأ 49.56٪ ، ثم الخطأ الخاطئ (29.7٪). تليها أخطاء بالإضافة (12.5٪) ، وأدنى خطأ هو التفسير الخاطئ (8.18٪).

ثم بناءً على أسباب الأخطاء النحوية لطلاب الصف الثاني في smpn3 mandau ، تم العثور على مقاطعة bengkalis بأنهم واجهوا أسباب interlingual (نقل غير صحيح ، تأثير اللغة الأم ، ترجمة حرفياً) والأسباب intralingual (التعميم الزائد ، جهل القواعد الحدودية ، التطبيق غير المكتمل) واتباع القواعد ، وافترض المفهوم). يمكن الاستنتاج أن العديد من الطلاب يختارون "موافق" كإجابة مفضلة لديهم في الإجابة على الاستبيان. والعامل الذي يؤثر على الطلاب في المرحلة الإعدادية 3 في منطقة بنجكولو في كتابة الفقرات الوصفية هو العامل الداخلي.

الكلمات المفتاحية: تحليل ، خطأ نحوي ، كتابة فقرة وصفية.

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CHAPTER 1

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

English is the most popular language in the world. This makes students interested to learn the language, especially to Indonesian students. Although it is popularly learned by students, many of them cannot avoid making errors in using English, for example in writing. This can be seen on students' performance when they write in English. There are students who have problem in applying or using the correct grammar. It is supported, for example, by Irmalia (2015, p. 506) who states that the most common type of Indonesian grammatical interference was found in the category for incorrect use of verb tense, including subject-verb agreement.

Students' writing can also be influenced by both Interlingual and Intralingual causes. Indeed, one researcher commented that "Interlingual error is found as one of the most important factors affecting deviant problems which result from negative transference from mother tongue" (Kaweera, 2013, p.9). Then Phuket (2015, p. 13) states that interlingual or native language interference was found to be the dominant source of errors. Although English lesson has been taught in every level of schools in Indonesia, starting from kindergarten to higher education, Indonesian students still make errors caused by both interlingual and intralingual factors. Therefore, EFL students (not only in Indonesia, but also in

Thailand, China, and Taiwan) have the same problems or errors in learning English especially in writing.

In Indonesia, English is one of the important school subjects included in National Examination (UN), besides Indonesian language, Science, Mathematics, etc. It has four skills. They are listening, speaking, reading and writing. Most Indonesian students have already admitted that they have errors and problems in writing. They feel difficult in mastering skills in English. They have to pay more attention to study about writing skills because writing in English is not easy for them. For example, when students write, they have to think what they should write. After that, they become confused on what tenses they should use. Then, their writing should be clear based on related topic. This challenge to write is reflected in Nunan (2003) who states that writing is the mental work of inventing idea, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

As one of the important skills in English, teachers have to teach students how to write in English. Writing has been a primary subject and part of overall evaluation of English learning. Writing will help students to explore the information, knowledge and experience. By mastering this skill, the teacher have purpose that students will be able to produce ideas and make simple writing in English.

In learning writing, there are many kinds of paragraph composition. Writing Descriptive paragraph is one of the various types of composition. Checkett (2010, p.160) states that effective description creates images in the reader's mind by

using specific details. It means that a good writer must describe thing with the specific details and full of information. Writing a descriptive paragraph is not an easy job especially for students. McCharty (1998, p.5) states that descriptive writing is that domain of writing that develops images through the use of precise sensory words and phrases, and through devices such metaphor and the sounds of words. It means that this skill requires a person or students to use the sense of sight. Students have to know what object they should describe, example: people, fruits, buildings, etc. Of course it must be clear information based on the object observed. Then, the students should follow the concept of descriptive paragraph. They are generic structure and language feature.

Adjective is one of language features in writing descriptive paragraph. It includes in part of speech. Hermer (1998, p.37) states that adjective is a word that gives more information about a noun or pronoun. It means that adjective can provide information about noun or pronoun . For example: the big house, a red cock, an old man, etc. But, some students have error in using adjective. It is supported by Suwangard (2014, p. 51) who said most grammatical errors found were errors in verb and errors in determiner, noun, preposition, sentence structure, adverb, and adjective.

State Junior High School 3 (SMP N 3) is one of junior high schools in Mandau, Bengkalis Regency. English is taught as a compulsory subject at this school. The time allocation of English subject is provided in two periods a week (80 minutes). At the second grade of State Junior High School 3, referring to the syllabus in 2013 curriculum, the students are demanded to compose short and

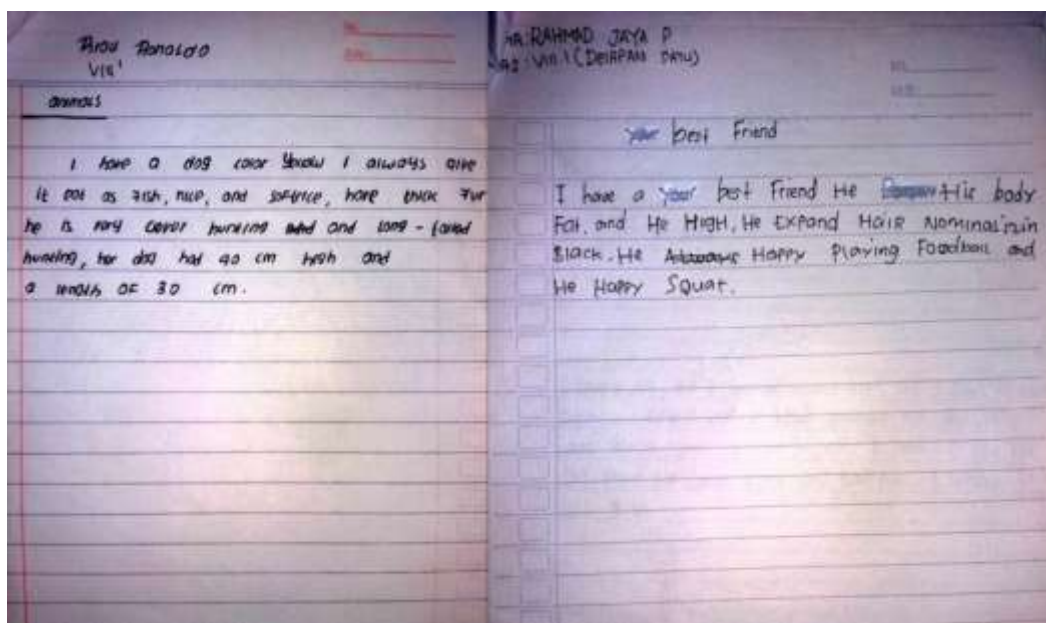
simple descriptive texts both orally and in written form, about people, animals and objects, with attention to social function, text structure and the linguistic elements based on the context. The quotation above shows that the Junior High School students are expected to be able to write descriptive paragraphs successfully.

Based on the researcher's preliminary observation in State Junior High School 3 Mandau on March 27, 2018, some strategies in teaching writing especially at the eighth grade had been applied by the English teacher in the classroom, but the result of the learning process was still not as expected by the teacher. The preliminary observation also indicates that sometimes, the English teacher has no creativity to teach descriptive paragraph. They applied the conventional strategy, such as three-phase technique in teaching and learning process. Firstly, the teacher explains what the descriptive paragraph was, its function and generic structure, the teacher also explains by giving examples as provided in the students' textbook, and then she asked them to write a descriptive paragraph. The teacher seems to have taught it clearly, however some students are not able to do that. Students do not really engage in the teaching and learning process. The students are unable to write a piece of descriptive paragraph. Then, they had block-minded in writing any single paragraph. Based on this condition, it is clearly that most of students still faced difficulties in the process of writing English composition. It caused them to face difficulties to achieve the passing score or cumulative minimal standard (KKM) of English subject at the State Junior High School 3 Mandau, which is 78 or with the predicate "B".

The lack of students' ability in writing descriptive paragraph is shown as in the phenomena below:

- Some of the students were not able to write based on the generic structure of descriptive paragraph.
- Some of the students were not able to use correct grammatical order in writing descriptive paragraph.
- Some of the students were not able to write the descriptive paragraph with the detail information related to the topic.
- Some of the students were not able to use appropriate vocabulary in writing descriptive paragraph.

The followings are examples reflect the students' lackm of ability in writing descriptive paragraph at the second grade of State Junior High School 3 Mandau of Bengkalis Regency.



Student A

Student B

From the students' descriptive writing paragraph above, it seems that student "A" still faced problems or difficulties in deriving vocabulary correctly and writing English grammatically, example: I have a dog color yellow. The correct sentence is that I have a dog. The colour is yellow. While, student B is also still facing problems or difficulties in developing the ideas in English, deriving vocabulary correctly and writing English grammatically. For example, I have a best friend he his body fat. The correct sentence is that I have a best friend. His body is fat. From the examples above, there is an indication that the students' ability in writing descriptive paragraph of needs to be improved.

Therefore, an error analysis is important to investigate the error students did before, to know the causes of errors, and to know the ways teachers can solve this problem. Result of the analysis is expected to inform the teachers so that the students will not do the same errors repeatedly.

This investigation is different from other studies. Most researchers only focus on the type of errors and classification of errors. Only few researchers look for the causes of errors. Besides, researchers mostly took undergraduates students as the samples, and only few of the researchers took Senior High Schools students as the sample. For example, some researchers from Indonesia (Faisal (2017), Supendi (2013), and Maya (2013) focus in finding error in recount text, linguistic errors, and grammatical interference. Then researchers from Thailand (Suwangard, 2014), Turkey (Unaldi, 2017), and Iran (Salteh, 2015) focused in finding grammatical error correction, written corrective feedbacks, and error correction in learning.

The issues described above indicate that it is important to analyze students' grammatical errors in writing descriptive paragraph in a study entitled "An analysis on grammatical errors in descriptive paragraph written by students at Junior High School 3 Mandau of Bengkalis Regency".

1.2 STATEMENT OF THE PROBLEM

Based on the background above, it is clear that there are a lot of problems faced by the eighth grade students at the State Junior High School 3 Mandau in writing descriptive paragraph. Actually, teachers have been applying the various strategies to guide or to teach the students. It is hoped that students will achieve the goals in syllabus of 2013 curriculum. The fact is that some students still get the learning outcomes which are lower than the teacher's expectation. The students have problem when writing a descriptive paragraph, example: problem in choosing appropriate vocabularies, using the correct grammars, describing the objects, etc. Some grammatical errors were found when the students write a descriptive paragraph such as errors in using noun, verb, preposition, adjective, etc.

It is supported by Suwangard (2014, p.51) who states that the most grammatical errors found were errors in verb, and errors in determiner, noun, preposition, sentence structure, adverb, and adjective. This is a condition that indicate the students encountered challenges to meet teachers' expectation. Why could this happen?, What kinds of grammatical errors that students have made in

writing descriptive paragraph?, And what are the factors which causes error in writing descriptive paragraph?

Furthermore, the writer found out the gap between the expectation and the reality although the students and teachers have already done the maximal processes in teaching and learning, but the result was still not achieved as expected in the 2013 curriculum goal. This problem should be investigated because finding the types and the causes of grammatical errors is important to avoid the same errors from happening again in the future.

1.3 DELIMITATION OF THE PROBLEM

This thesis investigates students' grammatical error in writing descriptive paragraph at Junior High School 3 in Mandau. It is an analysis of English grammatical errors made by students at Junior High School 3 Mandau. In particular, it explores the kinds and causes of grammatical errors in the students' descriptive paragraph. The study focuses on types or kinds of grammatical errors of Omission, Misformation, Addition, and Misordering. In term of causes of grammatical errors, the study focuses on exploring factors influencing the students to make grammatical errors wh en writing their descriptive paragraph .

1.4 RESEARCH QUESTIONS

Research questions in this study are formulated as follows:

1. What kinds of grammatical errors are made by students in writing descriptive paragraph at junior high school 3 Mandau of Bengkalis Regency?
2. What are the factors which cause grammatical errors in the students' writing of a descriptive paragraph at junior high school 3 Mandau of Bengkalis Regency?

1.5 PURPOSES AND SIGNIFICANCES OF THE STUDY

The purpose of this study is to analyse the grammatical errors in descriptive paragraph written by the students of junior high school in Mandau, Specifically, the study was conducted for the following objectives:

1. To elaborate what kinds of grammatical errors in descriptive paragraph written by the students at state junior high school 3 Mandau of Bengkalis Regency.
2. To explore the causes of grammatical errors in descriptive paragraph written by the students of junior high school 3 Mandau of Bengkalis Regency.

Findings from this study are expected to be valuable information for the students to improve their writing ability. Hopefully, this research is able to benefit the researcher as a novice researcher especially in learning how to conduct a research. The research findings are also expected to be useful and valuable,

especially for the teachers of English at the State Junior High School 3 Mandau. They are also meant to be consideration for their future English teaching and learning process. Finally the research findings are expected to generate practical and theoretical insights for better language teaching and learning, particularly in Indonesia.

1.6 DEFINITION OF KEY TERMS

To avoid misunderstanding and misinterpretation, it is important to define the following key terms used in this study:

1. Analysis

Based on oxford dictionary (2003) an analysis means that a detailed examination of something in order to interpret or explain it. It means that this study aims to provide a detailed examination of grammatical errors in descriptive paragraph written by students' at junior high school 3 Mandau of Bengkalis Regency.

2. Grammatical error

Richard (2010, p 251) states grammatical error is “a term used in prescriptive grammar to describe an instance of mistake, or controversial usage, such as a misplaced modifier or an inappropriate verb tense”. Grammatical errors in this research mean students' grammatical errors in writing descriptive paragraph such as error in articles, adjectives, verbs, etc.

3. Descriptive Paragraph

A paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point, or idea, of the topic. The rest of the sentences in the paragraph support that point, or idea (Oshima and Houghton, 2007, p 6). The term paragraph in this research refers to descriptive paragraph. According to Osborne (2008, p 12), she states that a descriptive paragraph describes how something or someone looks or feels. So, writing descriptive paragraph is a paragraph that describe about objects that will be described in a paragraph form in English written form. So in this research, the researcher will focus on analyzing grammatical errors in descriptive paragraph written by students of junior high school 3 Mandau of Bengkalis Regency.

CHAPTER II

LITERATURE REVIEW

2.1 ERROR ANALYSIS

Producing errors in writing is a normal part in learning a language. Language learners need some processes to learn about the language especially foreign language. It is natural that learners make some errors in their language learning process (Nunan & Lamb, 1996). The process to analyze the errors is called error analysis.

Richards (2010) states that an error analysis is the study and analysis of the errors made by second language learners. Error analysis may be carried out in order to identify strategies which learners use in language learning, to identify the causes of learner errors and to obtain information on common difficulties in language learning, as an aid to teaching or in the preparation of teaching materials.

Then Saville (2005) states that Error Analysis (EA) is the first approach to the study of SLA (second Language Acquisition) which includes an internal focus on learners' creative ability to construct language. Based on the quotation above, it can be concluded that the process, the study and approach to analyze errors are the struggle to find out the errors in learners' use of the second or foreign language. It is impossible that the learners never make any errors in language learning process.

2.1.1 KINDS OF ERROR

Dulay (1982) says that there are four descriptive taxonomies to analyze errors, namely:

a. Linguistic Category Taxonomy

Linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error affects. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language component. For example within syntax one may ask whether the error is in the main or subordinate clause; and with- in a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverb, the adjective, and so forth.

b. Surface Strategy Taxonomy

Surface strategy taxonomy proposed by Dulay, Burt and Krashen in 1982 is a taxonomy developed in analyzing errors made by the learners which consist of several alternatives for error classification as a result of comparative categorization and communicative effect taxonomy. Classifying errors using the surface strategy taxonomy is very practical since it can physically highlight the cognitive process underlying learners' reconstruction of the mother tongue and target language. In, addition, this taxonomy also emphasizes that errors are inevitable since the learners are

actively progressing towards producing the target language while utilizing their temporary principle in the former language. This taxonomy divides learner errors into four categories which are omission, addition, misformation, and misordering.

c. Comparative Taxonomy

Comparative taxonomy classifies errors based on comparison between the structure of language learner errors and certain other types of construction. The errors are classified into developmental errors, interlingual errors, , ambiguous errors, and unique errors.

d. Communicative Effect Taxonomy

Communicative effect taxonomy with errors from the perspective of their effect and the listener or reader focuses on the distinguishing between errors that seems to cause a miscommunication and those that do not. Error that effects the overall organization of the sentence hinders successfull communication, while error that affects a single word of the sentence usually does not hinder communication. considering this taxonomy, Burt and Kiparsky discovered two types of errors based on communicative effect: global error and local error (Dulay et al., 1982).

From the explanation above, the researcher choose surface strategy taxonomy to classify errors made by students in their descriptive text. This is because, surface strategy taxonomy highlights the ways surface structure are altered: students may omit necessary items (*omission*) or add unnecessary ones (*addition*). They may commit misformation of items (*selection*) or misorder them (*misordering*).

Furthermore, Ellis (1997) classifies four categories of linguistic errors, i.e. *omission*, *addition*, *selection*, and *misordering*.

a. Errors in Omission

The first kind of error is omission. Omission errors are characterized by absence of an item that must appear in a well-formed utterance. *Omission* is some necessary part of words, morphemes, or auxiliaries that may be left out by the learner because of his ignorance as to how to produce correct words. In one well-known experiment, Dulay, Burt, and Krashen (1982) found that verification of grammatical morphemes, such as verbs, articles, nouns, prepositions, inflections, are left out more often than the content of morphemes which carries the meaning. As an illustration, in the sentence “*coconut basic ingredient many curries*” the grammatical morphemes *is*, *a* and *for* are left out. Furthermore, Omission can occur in morphology. The students sometimes omit the third person singular morpheme *-s*, the progressive *-ing*, the

plural marker –s and the past tense inflection –ed or they forgot to put the subject or predicate in a sentence.

1. Omission of subject

The *subject* of a sentence or clause is the part of the sentence or clause about which something is being said. It is usually the doer of the action and is built around one noun or pronoun or more that, when stripped of all words that modify it. Subject consists of two categories. They are simple subject (dini, she, the cat, etc) and compound subject (dini and rona)

2. Omission of verb

Verb is a group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. It has morphological properties; (1) They appear in either a ‘past tense’ or ‘non-past tense’, and (2) the non-past tense form takes a suffix-s when the subject is third person singular. Other forms of verbs do exist (e.g., participle and infinitives) but these can be considered to be deverbalizations. There are several types of verb in English:

a. Action verbs

An action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

e.g., *My father **delivers** packages to department stores each day.*

b. Linking verbs

A linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn*. e.g., *He **appeared** tired.* (The linking verb, *appeared*, links the subject, *He*, with the predicate adjective, *tired*)

c. Helping verbs

A helping verb assists the main verb in a sentence. There can be more than one helping verb in each sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are *am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would*.

e.g., ***Has** the joke **been** heard around the office?*

b. Errors in Addition

The second type of error is Addition. Addition is the adding of some unnecessary or redundant parts of words, for instance, using both modal and verb *be* or adding *-s* to nouns which are similar in forms for both singular and plural forms, or uncountable nouns. *Addition* is the adding of some unnecessary or redundant parts of

words, for instance, using both modal and verb *be* or adding *-s* to nouns which are similar in forms for both singular and plural forms, or uncountable nouns. The presence of these extra items has been divided into three categories by Dulay et al. (1982), the first one is double marking, as in “*did you needed help?*”, and regularisation, e.g. “*mousses, spreaded, criterias, etc*”. The last is simple addition which includes the rest of the additions. Below are types of addition errors:

1. Singular-Plural Errors

Number is the form of word to show whether it is singular or plural. Singular number is when a noun denotes one object. Plural number is a noun that denotes more than one object. Singular can be identified by putting article “a” or “an” before noun. Generally, plural nouns can be added by “s” or “es” after noun. In irregular noun form, plural has various types e.g. knife-knives, man-men, mouse-mice etc.

Most of students made errors in singular and plural because of their lack of knowledge and the influence of their native language or mother tongue interference. We know that the form of Indonesia singular and plural is different from English form. Mostly, Indonesia plural form does not change from its singular form. The table of addition above showed an example of errors in

singular and plural. “my cats is pushi”, it is incorrect. It should be “my cat name is Pushi”. The student added - s in the last of noun “cat”.

2. Verb tense errors

Verb tense is the verb used to indicate time at which the action or statet occurs. Tense is form taken by a verb to indicate the time at which the action or state is viewed as occurring. The example of verb tense errors:

1. The sentence of “*Watermelon to have color is red.*” is incorrect. It should be “*watermelon color is red, or watermelon has red color*”. Based on the table above, the student added - to have. So that it made errors in addition.
2. The sentence of “*she has is long hair.*” is incorrect. It should be “*she has long hair*”. Based on the table above, the student added - is. So that it made double verb in the sentence.
3. The sentence of “*Apple can eating direct* is incorrect. It should be “*The apple can be eaten directly*” or “*we can eat apple together*”. Based on the table above, the student added - ing.

3. Article errors

Article is determiner with its basic role is to mark noun phrases as either definite or indefinite. The definite and indefinite article is customary to recognize a zero article. Students did not use the article such as *a*, *an*, and *the* correctly. Below is an example of error in article.

“*In the my school*” is incorrect. It should be “*in my school*”. The student added – the (article).

4. Preposition errors

Preposition is used in which two parts of a sentence that are related to each other. It is always followed by a phrase containing a noun. It is also used to link noun, pronouns, or phrase. Indeed, several of the most frequently used words in English such as *for*, *to*, *in*, *on* are known as preposition. Below is an example of preposition error.

“*We go to in the school*” is incorrect. It should be “*we go to school*”. The student added – in (preposition). The preposition “*in*” actually is not needed in that sentence. Thus, the student made errors in addition.

c. *Errors in Selection/ Misformation*

Selection, also known as *misformation* (Dulay, Burt, & Krashen, 1982), is choice of wrong word forms. For example, “*Andi is red hair*”, instead of “*Andi has red hair*”. The wrong word selection usually occurs in the selection of phoneme, morpheme, structure or vocabulary items. It happens when one word is substituted with another similar word. Below are types of Selection Errors

1. Word Choice Errors

The common error that students made in writing descriptive paragraph is word choice. Word choice or diction is choosing the right word in a sentence. The students should use appropriate vocabulary to avoid word choice errors. The lack of vocabulary also makes the students confused to choose appropriate vocabulary in writing descriptive paragraph.

Sometimes one word has the same meaning but has different usage in the sentence. Students had some difficulties in using appropriate words in their sentences because not all words can be used in every sentence. For instance, oin the sentence of “*Her is beautiful*” is incorrect. It should be “*She is beautiful*”. The student used words “*Her*”. Her is a possessive adjective. A possessive adjective is an adjective used to show ownership. For example: his wife, her mother, her hair.

Then, the sentence of “*she is name Mey*” is incorrect. It

should be “*her name is Mey*”. The student used words “*she*”. As it is explained above, *Her* is a possessive adjective.

This error happens because of overgeneralization (intralingual transfer). The word “*Her*” and “*She*” used in wrong place. The students are confused to choose the right word or vocabulary in a sentence because of the lack of knowledge or vocabulary. Moreover, another problem faced by students is feeling confused on how to translate some appropriate words from Indonesian language to English.

2. Subject-Verb-Agreement Errors

The simple way to understand subject-verb-agreement is the subject and verb must be connected or agree in a sentence. As an illustration, if the subject is singular, the verb is singular. Then if the subject is plural, the verb is plural, for example: she is a doctor, he plays guitar, Andy helps her mother, etc. Furthermore, a subject verb agreement is an error in which the form of a verb does not fit grammatically with the subject.

d. Errors in Misordering

Misordering is an incorrect order of words in a sentence. As an illustration, “*do not leave in the rain her waiting outside*” where *in the rain* is incorrectly placed. Erdogan (2005, p. 264) gave some examples of misordering; in morphology e.g. “*get upping*” for “*getting up*”, in syntax e.g. “*he is a dear to me friend*” instead of “*he is a dear friend to me*”, and lastly in lexicon e.g. “*key car*” for “*car key*”. The latter is often done by Indonesians transferring or literally translating from Bahasa Indonesia. Below are the types of misordering errors.

1. Word Order Errors

The term word order is often used to refer to the order of the elements in the clause, elements which are, often each realized by phrases or clauses rather than just one word: subject, verb, object, predicate and adverbials. Word order is sometimes the result from immediate communication strategy when the learner tried to express a meaning, which their competence contained no appropriate items or rules at all. Indonesian word order and English word order is different. Example of this error is:

1. Have he and color black

It should be “*He has black color*” (*the cat*)

2. She has tail long

It should be *“My cat has long tail” (the cat)*

2. Meaning not clear/ Unclear Meaning

It means that a word in the sentence is not having a clear meaning. It is something that is not clear and therefore capable of being understood in more than one way. Example of this error is:

1. It is duration eight years hight eight (friend)

It should be “She is 8 years old (friend)”

2. Then, every morning always’s we go to in the school

It should be “She is 8 years old (friend)”

Every morning, we always go to school together.

3. Run-on Sentence errors

Run on sentence is the students did not make a good sentence. A run-on sentence occurs when two sentences are incorrectly connected. The end of sentence occurs when two sentences are incorrectly connected. The end of one sentence and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon. Perhaps, the students did not realize that two sentences are connected, so they write a simple sentence instead of writing it in the complex sentence.

In this case, the students made errors because they do not pay attention to the writing, whereas period and a capital letter or a semicolon is important to make the complete sentence. They did not realize that written English is different from spoken language. The example of this case is:

1. Their hair has become the main attraction so many people buy eat because of their hair colour which is really fascinating.

It should be *“The cat becomes favorite because the cat body color is beautiful”*

2. The cat is very sweet skin color grayish black tail short

It should be *“The cat is cute. The cat has gray body hair. It has short black tail”*

Moreover, Phuket (2015, p. 99) states that the mostly frequent types of errors are word choice, verb tense, preposition, and comma. After that Lane and Lange (1993, p. 2) states more about types of error in writing.

a. Error in verb tense

A verb tense error may result from the incorrect choice of a verb tense within a sentence or from the inappropriate shifting of verb tenses within a paragraph or group of paragraphs, example:

Incorrect: Students pay less tuition last year than this year.

Correct: Students paid less tuition last year than this year.

b. Error in sentence structure

A sentence structure error is an error in which some aspect of the grammatical structure of a sentence is incorrect, example:

Incorrect: my cousin probably a rich man since he owned many homes and drove a Mercedes

Correct: my cousin was probably a rich man since he owned many homes and drove a Mercedes.

c. Error in subject-verb agreement

A Subject verb agreement is an error in which the form of a verb does not fit grammatically with the subject. For example, she have, it should be she has.

Furthermore, Azar (1989, p. A29-A30) describes the kinds of error by some following classifications.

No.	Types of Error	Example of Error	Error Correction
1.	Singular-Plural	<i>He <u>have</u> been here for six <u>month</u>.</i>	<i>He <u>has</u> been here for six <u>months</u>.</i>
2.	Word Form	<i>I saw a <u>beauty</u> picture.</i>	<i>I saw a <u>beautiful</u> picture.</i>
3.	Word Choice	<i>She got <u>on</u> the taxi.</i>	<i>She got <u>into</u> the taxi.</i>
4.	Verb Tense	<i>He <u>is</u> here since June.</i>	<i>He <u>has been</u> here since June.</i>
5.	Addition	<i>I want go to the zoo.</i>	<i>I want <u>to</u> go to</i>

			<i>the zoo.</i>
6.	Omission	<i>She entered <u>to</u> the university.</i>	<i>She entered the university.</i>
7.	Word Order	<i>I saw five times that</i>	<i>I saw that movie five</i>
		<i>movie.</i>	<i>times.</i>
8.	Incomplete Sentence	<i>I went to bed. Because I was tired.</i>	<i>I went to bed because I was tired.</i>
9.	Spelling	<i>An accident occured.</i>	<i>An accident occurred.</i>
10.	Punctuation	<i>What did he say.</i>	<i>What did he say?</i>
11.	Capitalization	<i>I am studying english.</i>	<i>I am studying English.</i>
12.	Article	<i>I had a accident.</i>	<i>I had an accident.</i>
13.	Meaning not Clear	<i>He borrowed some smoke.</i>	<i>(???)</i>
14.	Run-on Sentence	<i>My roommate was sleeping, we didn't want to wake her up.</i>	<i>My roommate was sleeping. We didn't want to wake her up.</i>

2.1.2 CAUSES OF ERROR

There are many studies related to causes of error especially in learning foreign language. Most of English learners make error in writing and speaking. Simpson (2011, p. 18) states that learners' errors are caused mainly by mother tongue interference, and can be predicted through contrastive analysis, was yielding to the view that errors may in fact be developmental, and evidence of systematic hypothesis testing.

Then, Saville (2005, p. 39) states that two of the most likely causes of L2 errors are interlingual ('between languages') factors, resulting from negative transfer or interference from L1 and intralingual ('within language') factors, not attributable to cross-linguistic influence. Intralingual errors are

also considered developmental errors and often represent incomplete learning of L2 rules or overgeneralization of them.

Kaweera (2013, p. 13) states that intralingual error can be defined that the deviate forms of language caused by conflicting information of the target language. Unlike those interlingual errors, which are traced to first language transfer (mother tongue). In intralingual error, there are seven aspects of intralingual interference. They are false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking cooccurrence restrictions, hypercorrection and overgeneralization. From the factor of mother tongue above, it can concluded that when students write, they translate words literally or word-by-word and they confuse how to translate from Bahasa Indonesia to English.

Furthermore, Richard (2010, p. 201) states that Intralingual errors were classified as overgeneralizations (errors caused by extension of target language rules to inappropriate contexts), simplifications (errors resulting from learners producing simpler linguistic rules than those found in the target language), developmental errors (those reflecting natural stages of development), communication-based errors (errors resulting from strategies of communication), induced errors (those resulting from transfer of training), errors of avoidance (resulting from failure to use certain target language structures because they were thought to be too difficult), or errors of overproduction (structures being used too frequently).

Al-Khresheh in Sari (2010), suggested that interlingual errors are committed by literal translation.

1. Transfer Error: error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.
2. Mother tongue Interference: errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.
3. Literal Translation: errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word.

Then, Richard (1974, p. 120) classifies the intralingual errors into four categories including overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

- 1) Overgeneralization: it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. Littlewood (1984) cites the example of forming plural by adding "s" to even irregular plurals, also generalizing the "-ed" past form.

- 2) Ignorance of Rule Restrictions: James (1998, p. 63) that ignorance is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the rote learning of rules.
- 3) Incomplete Application of the Rules: this error may occur when learner fails to apply the rules completely due to the stimulus sentence.
- 4) False Concept Hypothesized: learners' faulty understanding of distinctions of target language items leads to false conceptualization. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized.

As the conclusion, EFL students' writing is mainly influenced by both Interlingual and Intralingual causes. Interlingual error is found as one of the most important factors affecting deviant problems which result from negative transfer from mother tongue.

2.1.3 THE DIFFERENCES BETWEEN ERROR AND MISTAKE

Error and *mistake* are different in meaning in language learning. Funder (1987, p. 75) states that an error is a judgment of an experimental stimulus that departs from a model of the judgment process. If this model is normative, then the error can be said to represent an incorrect judgment. A mistake, by contrast, is an incorrect judgment of a real-world stimulus and therefore more difficult to determine.

We should be careful in classifying students' errors because maybe students just do a mistake not an errors. In this case Ellis (1997, p. 17) states that mistake is if students are sometimes right and are sometimes wrong (correct in understanding, wrong in performance), but error if students are always wrong (incorrect in understanding, wrong in performance). It can be concluded that errors are caused by lack of understanding and knowledge in target language while mistakes are caused by temporary lapses of memory, confusion, and carelessness in expressing target language either in spoken or written form.

2.1.4 THE GRAMMATICAL ERROR

There are many studies related to errors in writing. Grammaatical error is one of the examples in writing English. Grammatical error is not only faced by English writers, but also by English learners. Error comes unconsciously. Errors in writing happen naturally when we write and review it. There are many factors which influence grammatical errors in writing. Mother tongue factor is one of the

examples. It influences the students when they write or speak in English. It is commonly said as Intralingual and interlingual factors.

Grammatical error in writing English adorns many students in the world. It is started from primary schools to collages. It is not only committed by EFL learners, ESL learners and native learners, but also the writers who write journals, articles, or magazines. The most grammatical errors found were errors in verb, the others including errors in determiner, noun, preposition, sentence structure, adverb, and adjective (Suwangard, 2014, p. 51). Althobaiti (2014, p. 1038) states that some types of errors were shared, whereas others were completely different types of errors and not shared. Grammatical errors were the most frequent in both groups' productions.

Grammatical error should be decreased by teachers or tutors of English. Salteh (2014) said that errors can be decreased if students want to have their errors corrected, and teachers think it is their responsibility to correct errors, and so error correction continues (Salteh, 2014, p. 29). Then Saville (2005, p. 110) states that corrective feedback is common in L2 and may indeed be necessary for most learners to ultimately reach native-like levels of proficiency when that is the desired goal.

In conclusion, there are many grammatical errors in writing. Grammar likes favorite error in writing which can attack either writers or learners. Teacher can use several strategies to limit grammatical errors in writing such as: corrective feedbacks, direct feedbacks, metacognition feedbacks, practices, learn, etc.

2.1.5 WRITING VIEWED BY DIFFERENT EXPERTS

There are many definitions about writing explained by experts. According to Hegarty (2000, p. 5) states that writing takes up the least of our time; it is by far the most complex and difficult language arts skill to master. Then, Donald (2002, p. 7) also states that writing is usefully described as a process, something which shows continuous change in time like growth in organic nature.

Another definition is given by Broughton et al (1980, p. 116) who states that when we write, unlike when we talk, we are engaged in an activity which is usually at the same time both private and public. It is private because the act of composition is by its nature solitary, but it is public in that most writing is intended for an audience, often one which is extremely difficult to define.

Medwell et al (2009, p. 114) also states that writing often seems a very mysterious process. When we write, somehow or other ideas which are in our heads, perhaps only in the very vaguest of forms, have to be shaped into coherent representations in language and transferred onto paper, screen or other media so they can be inspected by some other person.

Harmer in *How to Teach English* stated that in writing, students need to know some of writing's special convention (punctuation, paragraph construction, etc.) just as they need to know how to pronounce spoken English appropriately (1998, p. 80). It means, writing is not a simple work, in writing the writer should consider about the use of spelling, punctuation, grammar and expression. From the definitions above, I can conclude that writing is one of the important skills in learning a language, besides listening, speaking, and reading skills that need more

attention from the students. This skill is not easy for English learners. Writing is also a way to produce language that comes from our thought. By using writing, we can share our idea, feeling or anything existing in our mind. It is written on a paper or a computer screen. A piece of writing is always possible to review and revise more than one time.

2.1.6 THE PROCESS OF WRITING

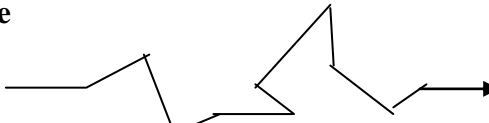
Writing has many processes. It should face several steps because process of writing is never a one step-action. Zemach and Rumisek (2005, p. 3) state that when we write, we do more than just putting words together to make sentences. Good writers go through several steps to produce a piece of writing. It means that before writing we must know what steps that we need to take.

According to Langan (2005, p. 13), writing is a process of discovery involving a series of steps and those steps are very often a zigzag journey. It means that writing is not a static process but writing is a dynamic process. It is because many people falsely believe that writing should flow, straight line from the writer's head onto the written page. But writing is seldom an easy, one –step journey in which a finished paper comes out in a first draft. For example, look at the following illustrations of the writing process by Langan (2005, p. 13).

Seldom the case

Starting point  Finished paper

Usually the case

Starting point  Finished paper

Another opinion comes from Medwell et al (, 2009, p. 37) said that there are 3 aspects of the writing process. The Aspects of the writing process are planning writing (this includes a discussion of what is involved and who the piece is for, as well as children's contributions to brainstorming or making concept maps), drafting writing (it may involve using a text map or writing frame to help structure the piece), and revising writing (this involves looking at a piece of writing and considering its effect and how that effect is created).

2.1.7 WRITING DESCRIPTIVE PARAGRAPH

There are many ways to improve writing, one of them is learning about paragraph, which in the case of this study is descriptive paragraph. Descriptive paragraph is one of the kinds of writing. Syafi'i et al (2013) states there are several ways of developing a paragraph: by narration, by description and by exposition, by comparison and contrast, and by cause and effect.

One of the ways to develop a paragraph is by description. Syafi'i (2013) et al said that descriptive paragraph is the paragraph containing the descriptions of place, thing, or a person. It means that in producing a descriptive paragraph, one should build sentences as to where the objects being described are located.

The purpose of descriptive writing is to make our readers see, feel, and hear what we have seen, felt and heard. Whether the students want to describe a person, a place or a thing, our aim is to reveal a subject through vivid and carefully selected details. According to Means and Lindner (1998) state that the

trick to writing good description is using details. You don't need to describe everything, however; just use a few telling details that give the reader the idea.

Moreover, Checkett (2010) states that there are 10 steps in writing descriptive paragraph. They are:

1. Choose a topic. The topic should be a person, place, or thing (an idea, event, or situation).
2. Think about the topic, and choose the dominant impression (the overall feeling) you want your reader to experience.
3. Write a topic sentence with the dominant impression word included.
4. Make a list of the details you want to include in the paragraph that will support and clarify the dominant impression.
5. Put each of the details into a separate sentence.
6. Rewrite the sentences. Use sensory details and figurative language to create descriptive images.
7. Be certain that the sensory images and figurative devices support the dominant impression.
8. Proofread for punctuation errors, sentence fragments, and run-on sentences.
9. If possible, have another person read the paragraph. Ask him or her to point out any errors or unclear ideas. Rewrite if necessary.
10. Prepare your finished paragraph for presentation to your instructor.

Furthermore, Atmosuwarno (2011) states that the concept of writing descriptive paragraph includes generic structure and language features of the paragraph. Generic structures of descriptive paragraph are as follows:

- a. Identification: Identifies the object to be described.
- b. Description: Describes parts, qualities, and the characteristics of the object.

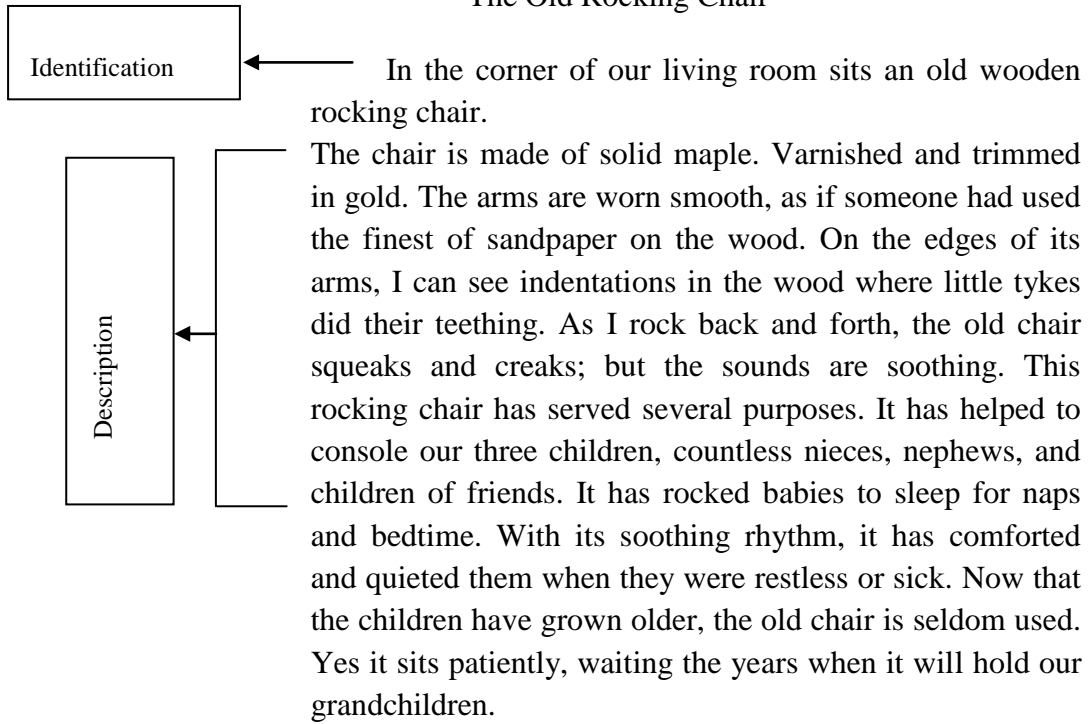
There are four language features of descriptive paragraph:

- a. The use of adjectives and compound adjectives
- b. The use of linking verbs
- c. The use of attribute has and have
- d. The use of simple present tense

From all theories of descriptive paragraph, I conclude that to write descriptive paragraph, the writers need some details. The details can be sights, hears, feels, smells, and tastes. The detail will give an imagination to describe things, places, or pictures. The detail must be clear and easy to understand TO the readers. The details must be involving the generic structures and language features of writing descriptive paragraph.

Based on theories stated above, this is an example of descriptive paragraph:

The Old Rocking Chair



Adopted from Dietsch (2006)

2.2 THE RELEVANT RESEARCH

Chittima Kaweera (2013) wrote an article entitled *Writing Error: A Review of Interlingual and Intralingual Interference EFL Context*. This research is about theoretical concept of interlingual and intralingual interference of the mother tongue. The author put Thai as the target language, English and intralingual interference found in EFL student writing in Thai context with the attempt to define the existence of errors according to their sources. This review also exemplifies some frequent errors normally found in Thai students' writing based on three perspectives of interlingual interference; lexical, syntactic and discourse interference and seven aspects of intralingual interference; false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking cooccurrence restrictions, hypercorrection and overgeneralization. This research is relevant to my research topic because the main topic to my research is about writing error in EFL context. The main limitation of this article is that the research reviewed was restricted to interlingual and intralingual cause errors. Thai students' writing is mainly influenced by both Interlingual and Intralingual causes. Interlingual error is found as one of the most important factors affecting deviant problems which result from negative transference from mother tongue. There are three perspectives of interlingual interference. They are lexical, syntactic and discourse interference. Besides that, Intralingual error can be defined as the deviated forms of language caused by conflicting information of the target language. Unlike those interlingual errors, which are traced to first language

transfer, in intralingual error, there are seven aspects of intralingual interference. They are false analogy, misanalysis, incomplete rule application, exploiting redundancy, overlooking cooccurrence restrictions, hypercorrection and overgeneralization. This is different from my research. This research just focused on Interlingual and Intralingual Interference EFL Context. In this research, the researcher wants to find out causes and kinds of grammatical errors in writing descriptive paragraph. The review above will not form the basis of my research. However, it is useful for developing ideas for my research.

the next relevant study is by Suwangard, Niramon (201) entitled *Grammatical Error Correction and Retention in EFL Students: A Case Study of EFL Students in Thailand*. This research tells about grammatical error correction and retention in EFL students. The research was conducted on 30 first year English-major students studying a grammar course for 15 weeks at Uttaradit Rajabhat University in Thailand. The study analyzed 1,800 sentences, and errors found in the exercises were compared to those of the follow-up tests. There are 3 keywords indicated that this research only focuses on the grammatical error, writing correction and students' opinion. This research is useful to my research project because most of Thai students have some problems in written English. That is Grammar. Grammar is something that is very important to investigate in Thailand. This happened because grammar instruction is essential for school learners in Thailand. The main limitation in this research were 2 points; the correction and the follow-up test; and the occurrence of errors in grammar. The writer analyzed that there are 1,800 sentences, and errors found in the exercises

were compared to those of the follow-up tests. The analysis used percentage, means, and standard deviations. The results indicated most grammatical errors found were errors in verb, the others including errors in determiner, noun, preposition, sentence structure, adverb, and adjective. The students in Thailand knew their grammatical errors both by their own editing and the teacher's indication at high level. They wanted to edit and correct their work firstly by themselves, later by the teacher. They required both the class discussion and the teacher to help correct their errors. They also needed the teacher to help them individually at high level. According to the students, their grammatical and writing problems were lack of vocabulary, English structures, run-ons, and thinking skill at high level. This is different from my research. The researcher wants to know grammatical error done by junior high school students. This research will not form the basis of my research; however it is useful to develop my opinion for my research project.

The next study is by Salteh, Maghsoud Alizadeh and Karim Sadeghi (2015) which entitles *Teachers' and Students' Attitudes toward Error Correction in L2 Writing*. This research compares students and teacher attitudes toward various aspects of language and instruction including the way writing errors are corrected. Two questionnaires were developed to elicit views of students and teachers on various error correction techniques in L2 writing. To add a qualitative dimension to the study and to triangulate the findings, nine teachers who took part in the survey study were invited for follow-up interview. This research focuses on what teacher in Hong Kong do to correct students' writing. As we know, writing

is a skill that is crucial and need attention to the learners. This research is useful to my research because most of EFL students get difficulties and problems in writing. Students want to have their errors corrected, teachers think it is their responsibility to correct errors, and so error correction continues. Error feedback is important to teacher to motivate students in writing because students need to know their error. The limitation of this research is students and teachers on various error correction techniques in L2 writing. The results revealed that there are noticeable differences in the preferences and attitudes of teachers and students toward issues related to marking writing papers. Furthermore, not only were differences observed between students and teachers in terms of their preferences and attitudes, but there was also disagreement between teachers themselves and among students as to the most appropriate error correction techniques.

The next study is by Phuket Pimpisa Rattanadilok Na (2015) which entitles *Understanding EFL Students' Errors in Writing*. This research tells about the difficulties of EFL students in writing. In assisting the learners to successfully acquire writing skill; the author's analysis of errors and the understanding of their sources are necessary. This study attempts to explore the major sources of errors that occurred in the writing of EFL students. It also investigates the types of errors and the linguistic level that presents the most errors in their writing. This research is useful to my research as Phuket suggest that to master English writing skill is very difficult task for the learners of EFL students. There are many errors students made when they write. There are several types of errors and the linguistic level that presents the most errors. The errors derived from two sources: interlingual

and intralingual. Interlingual or native language interference was found to be the dominant source of errors. This is different from my research. My research focuses on grammatical error written by students of junior high school. The research above reviews about Understanding EFL Students' Errors in Writing.

Unaldi Ihsan (2017) conducted a study entitled *A Qualitative Analysis of EFL Written Corrective Feedback*. In this research, Ihsan analyzed written English from several aspects of corrective feedbacks provided by Turkish teacher of English as a foreign language. The aim of the project was twofold involving both quantitative and qualitative aspects. The quantitative results of the project were presented previously (Ihsan, 2016). In the study, the same question is regarded from a qualitative point of view. An essay which had been written by a Turkish EFL was used as the data collecting tool. This study focuses on the qualitative aspects of written corrective feedback provided by Turkish teachers of English as a foreign language. The participants were 171 teachers working at state schools in Turkey. The participants were provided with an essay written by a B1 level 20-year-old Turkish EFL learner. This research is useful to my research because Unaldi gives more information about 6 categories of corrective feedbacks. They are explicit correction, recast, clarification request, repetition, metalinguistic feedback elicitation. The limitation of this research was restricted of corrective feedback of EFL students. Further, the author indicated that the feedback given to the learner varied to certain extents; a number of categories emerged during the analysis. However, it was concluded that the expectations of EFL teachers from a written text in English focused dominantly on grammatical

accuracy. The research above tells about Written Corrective Feedback. And it is different from my research. My research focused to find out the kinds of grammatical error and causes of the errors. This research above is not the primary basis of my research; however, it is useful to develop my opinion for completing my research.

The next relevant study is by Lee (2015) which entitles *How Do Hong Kong English Teachers Correct Errors in Writing?* This research is focused on what teachers in Hong Kong do to correct students' writing. The authors did a survey, consisting of a questionnaire and follow-up interview, which was conducted with 206 secondary English teachers in Hong Kong, and 58 of the respondents were invited to mark a student essay to find out the strategies they adopted in error correction. This study investigated the ways to correct students' errors by asking them to complete an error correction task. This research is useful to my research as Lee said that Error feedback is important to teacher to motivate students in writing because students need to know their errors. The main limitation of this research is restricted of error feedback. The author indicated that the majority of teachers marked errors comprehensively. The teachers favoured direct feedback more than indirect feedback, and all of their indirect feedback was coded. Slightly over half of the error feedback was accurate, and there was a rather large proportion of unnecessary feedback. This is different from my research. This research focuses on English Teachers Correct Errors in Writing which was implemented in Hongkong, while my research focuses on grammatical

errors made by students of junior high school students. This article is not the basis of my research; yet this article will help me to complete my research.

Gustilo, Leah and Carlo Magno. (2012) conducted a study entitled *Learners' Errors and their Evaluation: The Case of Filipino ESL Writers*. This research reviews learners' error and evaluate their error in writing. The authors used data gained through frequency counts, standard deviations, MANOVA and ANOVA results, and data from regression analyses. In the research, the present study investigated the sentence-level errors of freshmen students at three proficiency levels and the aspects of writing that raters focused on while rating the essays. This research is useful to support my research as Gustilo and Magno said that it views errors as valuable information for the following: For teachers, as it clues them on students' progress; for researchers as it gives them valuable data as to how language is acquired or learned; for learners, it enables them to reflect on their learning. The main limitation of this research was rating the essay. Thus, the author find that the present study corroborates the findings of previous studies on error analysis and essay evaluation—that sentence-level errors have a significant role in essay scores. This research will give evaluation of learner error in writing. It is different from my research. My research focused on kinds and causes of grammatical errors. This research is not the basis source of my research; but this article is useful to give information to my research.

Althobaiti, Naif. (2014) conducted another relevant study entitled *Error Correction in EFL Writing: The Case of Saudi Arabia, Taif University*. This research analyzed Errors Correction in EFL Writing. The author describes the

setting of the study, the participants, ethics, data collection, data coding, and data analysis. Also, it shows the relevance of the research questions to the sources of data which explores and investigates Saudi EFL tertiary students' deficiency in writing. Specifically, it investigates students' written errors, their views, teachers' views, and teachers' practices. This research is focused to obtain a deeper understanding of written errors and to prescribe an appropriate remedy. The research is useful to my topic, as Althobaiti suggests that teachers should be aware that the development of writing skills occurs on a continuum and, as such, is a process that requires ongoing care and nurturing. This research revealed that both groups showed numerous errors in their writings. Some types of errors were shared, whereas others were completely different types of errors and not shared. Grammatical errors were the most frequent in both groups' productions. This research is related to Error Correction in EFL Writing. So, it is different from this research. This research is analyzing of grammatical errors that made by students of junior high school.

Ji, Xiaoling. (2015) also conducted a relevant study which entitles *Error Correction in College EFL Writing Instruction: Students' Expectations and Correction Effects*. This research investigated corrective error feedback in college EFL writing. The author gained the data from 31 participants, 15 from Class A, called the "Error Code group," and 16 from Classes B and C, called the "Error Position group." The research is focused on error correction of EFL writing. This research is useful to my research topic, as Ji said that EFL learners' need of instructor error correction and the effects of error correction. The main limitation

of this research was error correction. Thus, the author indicated that further, the majority of learners prefer indirect error correction from instructors, particularly, correction by highlighting error positions and explaining of error types. Because this research informs about Error Correction in College EFL Writing Instruction, it is related but different from the current study. This research analyses grammatical errors. It is not an error correction.

Finally, Khansir, Ali Akbar and Fatemeh Hozhabri (2014) conducted a study entitled *The Effect of Error Correction on Iranian EFL Learners writing achievement*. This research investigated the effect of error correction of Iranian learners' in writing. The research uses gained data from randomly selected participant to examine the Effect of Error Correction on Iranian English as a foreign language (EFL) Learners Writing Achievement. The research is focused on developing of English Writing skill by error correction. This research is useful to my research, as Khansir suggests that error correction can be used as one of the treatments in ELT settings in order to improve English language of the learners in general and English writing skill in particular. The main limitation of this research is investigating the effect of the error correction on Iranian EFL learners writing achievement. The research indicated that the errors correction had significant impact on the writing skill of EFL students. It is different from this research. This research purposes to find out kinds and causes of grammatical errors written by students of junior high school 3 Mandau.

2.3 THE INDICATORS

Ellis (1997) identified four categories of Linguistic Errors. The indicators of grammatical errors are:

1. omission,
2. addition,
3. selection, and
4. misordering.

Then, based on Richard (1974), the indicators of causes grammatical errors are:

Causes of grammatical error	Indicators	Items
Interlingual	Transfer Error	1,2
	Mother Tongue Interference	3,4
	Literal translation	5,6
Intra lingual	Overgeneralization	7,8
	Ignorance of rule restrictions,	9,10
	Incomplete application of the rules	11,12
	False concept hypothesized	13,14

Then based on lesson plan of English syllabus states on 2013 curriculum, below are the indicators of ability in writing descriptive paragraph:

- a. The students are able to produce the detail information related to the topic appropriately.
- b. The students are able to write the identification clearly
- c. The students are able to write the description clearly
- d. The students are able to use adjective correctly
- e. The students are able to use linking verb correctly
- f. The students are able to use simple present tense correctly
- g. The students are able to use vocabulary appropriately
- h. The students are able to apply the mechanic (spelling, punctuation and capitalization) correctly.

2.4 THE CONCEPTUAL FRAMEWORK

As discussed above, the ability to write well is not a naturally acquired skill. It is usually learned or culturally transmitted as a set of practices in formal instructional setting or other situations. Writing skills must be practiced and learned through experience. For Indonesian students, writing is the most difficult skill in English teaching and learning process.

The grammatical problems faced by the students are influenced by their first language or the mother tongue. Errors are the flawed side of learner speech or writing. They are those part of conversation or composition that deviate from some selected norm of mature language performance. People cannot learn language without first systematically committing errors.

Errors are not generally thought of as errors in the same sense as those produce by second language learners. Goerge in Ellis (1994) states that whereas second language learners' errors are generally viewed as 'unwanted forms' children's errors are seen as 'transitional forms' and adult native speakers' error as 'slips of the tongue.'

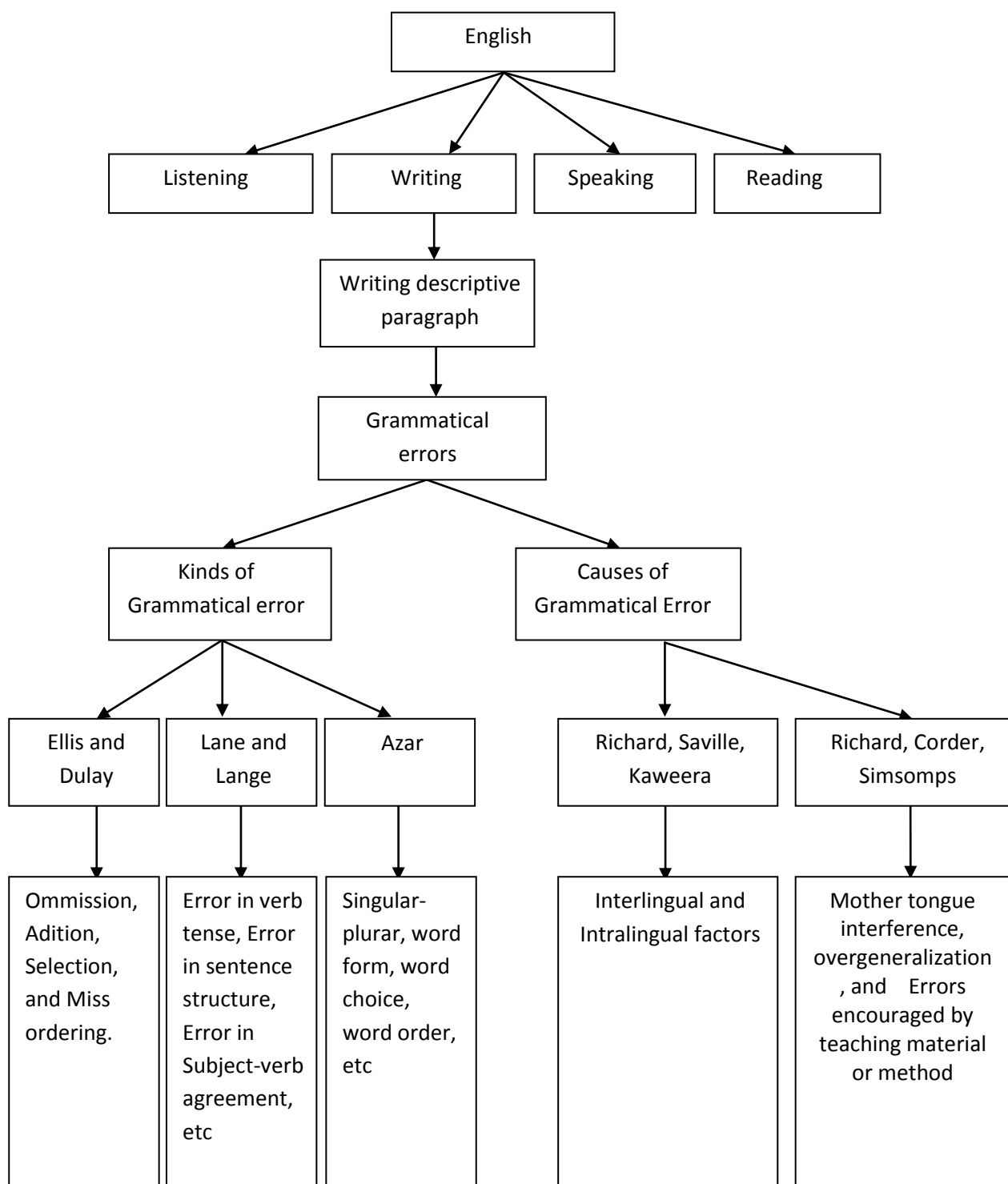
Dulay, Burt and Krashen (1982) argue that studying learners' errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made, and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from a learners' ability to communicate effectively. Corder (quoted by Ellis) noted that errors could be significant in three ways: (1) they provided the teacher with information about how much the learner had learnt., (2) they provided the researcher with evidence of how language was learnt, and (3) they served as devices by which the learner discovered the rules of the target language.

Knowing grammatical rules in writing is important in written language. Moreover, the students are expecting to understand of grammatical rules. Then, they can choose the right rules, able to make a good sentence, and arrange a good essay. Understanding grammar is very important because, it can make correlation and comprehensible sentences.

Therefore, the students can improve and develop their written skill and grammar by doing more exercises or practices. Furthermore, the teachers try to correct it, try to improve and develop their teaching techniques.

Considering the importance of analyzing errors in writing, this study tries to investigate the grammatical errors written by student at Junior High School 3 Mandau of Bengkalis Regency. The errors will be classified into morphological and syntactic errors from linguistic category taxonomy because this category have an important role in finding the errors analysis question. The errors were

classified according to morphological and syntactic error. Below is an illustration of the classification to explore the kinds and causes of grammatical errors written by students at Junior High School 3 Mandau of Bengkalis Regency.



CHAPTER 3

RESEARCH METHOD

3.1 RESEARCH DESIGN

This study employed Descriptive Quantitative design. Lodico, et al (2006) stated that Descriptive survey research aims to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about a current issue in education. These descriptions are then summarized by reporting the number or percentage of persons reporting each response. The survey is the primary method used to gather such data or information from people.

3.2 PLACE AND TIME OF THE STUDY

This study was conducted at state junior high school 3 Mandau of Bengkalis Regency. The school is located in Pelita street in Mandau, Bengkalis Regency. This study was completed in September 2019. Below is the profile of State Junior High School 3 Mandau (SMPN 3 MANDAU)

State Junior High School 3 Mandau (SMPN 3 MANDAU)

SMPN 3 Mandau is located in the centre of the district (Jl. Pelita 1) of Mandau in Bengkalis Regency. This school has 1.232 students in 2019 (taken from document of SMPN 3 Mandau). The school has many classes

for each grade. Grade 1 (Kelas 1) has 10 classes, each consists of 32 students. Grade 2 (Kelas 2) has 8 classes, consisting of 35 students in each class. Grade 3 (Kelas 3) has 8 classes, each consists of 37 students. Mostly, the students are from middle to lower socio-economic family background. There are many facilities supporting teaching and learning process (projector, internet access, library, etc). It is one of schools that receive SSN predicate in Indonesia (Sekolah Standar Nasional).

3.3 THE POPULATION AND SAMPLE

A. Population

The population in this study were second grade students of State junior high school 3 Mandau of Bengkalis Regency. There were 256 students in the second grade of state junior high school 3 Mandau of Bengkalis Regency. They are divided into 8 classes.

B. Sample

Samples for this study were taken by using purposeful random sampling. Lodico et al (2006) states that purposeful sampling is a procedure where the writer identifies key informants: persons who have some specific knowledge about the topic being investigated. Researchers assumed they can use their knowledge of the population to judge whether or not a particular sample will be representative (Frankael, 2009). In other words, the sample has been chosen for a specific purpose (Cohen, 2007).

In the context of this study, this means that the key informants from this study were representatives from the population of the second grade students at junior high school 3 Mandau of Bengkalis Regency. In other words, the students were as representatives of this study who have potential knowledge in their ability in writing.

Therefore, 30 students were purposely selected as participants in this research. The writer was assisted by an English teacher at the school in selecting the participants.

3.4 THE RESEARCH INSTRUMENT

Documentation of students exercise and questionnaire were used as the instruments to collect the data in this study. There were 30 pieces of paper of descriptive paragraph written by students at Junior High School 3 Mandau of Bengkalis Regency collected in this study. Data were also collected from 30 pieces of questionnaire response sheets.

a. The Blue Print of Documentation Instrument.

- b. The blue print of questionnaires

QUESTIONNAIRE

Students Grammatical Errors

in Writing Descriptive Paragraph

Subject	: Writing Descriptive Paragraph
School	: Junior High School 3 Mandau Bengkalis Regency
Class	: 8 / 2 nd year
Academic Year	: 2018-2019

Part I: Instruction: For each of the statement below, please indicate the extent of your agreement or disagreement by placing a tick \checkmark in the appropriate box.

Degree of practice and feeling

5 = strongly agree

4 = agree

3 = neither agree nor disagree

2 = disagree

1 = strongly disagree

No	Statements	Students response				
		5	4	3	2	1
1	<i>I don't understand how to write English especially writing descriptive paragraph.</i>					
2	<i>In learning English especially writing descriptive, I don't understand and know what the teacher teach.</i>					
3	<i>Mother tongue/Bahasa Indonesia influences me to learn English especially in writing descriptive paragraph.</i>					
4	<i>I feel difficult when I write English or translate from Bahasa Indonesia to English.</i>					
5	<i>In writing descriptive, I prefer to write bahasa Indonesia first, then I translate to English.</i>					
6	<i>In writing descriptive paragraph, I translate English literally or word-by-word.</i>					
7	<i>The greatest difficulty in writing descriptive paragraph that I have, it is mostly from vocabulary.</i>					
8	<i>In writing descriptive paragraph, I difficult to use appropriate vocabulary.</i>					
9	<i>Lack of knowledge about tenses and vocabularies lead me make some errors in writing descriptive paragraph.</i>					
10	<i>The most difficulty that I feel in writing descriptive paragraph is because I am confused where I should start to write.</i>					
11	<i>I do not understand about the use of each tense in writing descriptive paragraph.</i>					
12	<i>I don't know the generic structures and the language features of writing descriptive paragraph).</i>					
13	<i>I feel difficult to write descriptive paragraph if it is specified topic (topic chosen).</i>					
14	<i>I difficult to choose the object to describe in writing descriptive paragraph</i>					

Part 2

The Opened Format Answer : The Additional Answer

1. *What is the difficulty when I write English especially in writing descriptive paragraph?*

2. *What is factor that influences me difficult to write descriptive paragraph?*

3.5 THE DATA COLLECTION TECHNIQUE

In conducting this study, the writer divided the research into two phases. They were documentation and questionnaire.

1. Documentation

In collecting the quantitative data, the research instrument used in this research was documentation. Documents from the students' exercise were collected to answer the first research question about the kinds of grammatical errors in descriptive paragraph written by students of junior high school 3 Mandau of Bengkalis Regency.

Documentation is useful because researcher can review what has been documented. It is supported by Yin (2011, p. 149), he stated that many documents can be useful simply by the nature of the details they contain. Documents can help researcher to complete and finish the study. A good documentation is important to collect data.

The writer needed teachers' assistance to collect the document. After the documentation was completed, the writer classified the data students have written into 4 categories of grammatical error that students were made based on their writing.

Below are the processes of collecting the data using documentation:

- First, the researcher asked for help from the English teacher about students' exercise in writing descriptive paragraph in English.

- Second, after documents containing students' exercise were collected, the researcher identified the grammatical errors students made and classified them based on the types grammatical errors according to surface strategy taxonomy by Dulay theory.
- Third, data were ready to be analyzed.

2. *Questionnaires*

The second source of data was questionnaire. The writer used questionnaire to explore what factors caused grammatical errors in descriptive paragraph written by students of state junior high school 3 Mandau of Bengkalis Regency.

Below are the processes of collecting the data using the questionnaires:

- First, the writer asked for help to the English teacher to distribute and administer the questionnaires
- Second, after the questionnaires responses were collected, the writer identified the causes and classified the causes of students grammatical errors by referring to interlingual and intralingual causes as outlined in Richard theory.

The following table showed the number of respondents in this study.

Table 3.1 Participants and Data Collection Method

Schools	Participants and Data collection		Total
	Documentation	Questionnaire	
SMPN 3 Mandau	30	30	60
Total	30	30	60

3.6 THE DATA ANALYSIS TECHNIQUE

a. *Documentation*

In order to find out the grammatical errors in descriptive paragraph written by the students, the errors were identified and calculated manually. This technique was used to answer the first research question, which is about kinds of grammatical error made by students of junior high school 3 Mandau of Bengkalis Regency:

Table 3.2 The Frequency and Percentage of Students Grammatical
Errors in Writing Descriptive Paragraph

No	Name	Type of Errors				Total error	%
		OM	AD	MF	MO		
TOTAL							

Explanation:

$$\text{POM} = \frac{\text{Total Omission} \times 100 \%}{\text{Total error}} = \dots\%$$

Total error

$$\text{PAD} = \frac{\text{Total Addition} \times 100 \%}{\text{Total error}} = \dots\%$$

Total error

$$\text{PMF} = \frac{\text{Total Miss formation} \times 100 \%}{\text{Total error}} = \dots\%$$

Total error

$$\text{PMO} = \frac{\text{Total Miss ordering} \times 100 \%}{\text{Total error}} = \dots\%$$

Total error

Explanation:

POM = Percentage of Omission

PAD = Percentage of Addition

PMF = Percentage of Miss formation

PMO = Percentage of Miss ordering

Note:

No	Types of errors	Explanation
1	O-v	Omit verb
2	O-p	Omit preposition
3	O-art	Omit article
4	O-s	Omit subject
5	A- v	Addition verb
6	A- sing-plu	Addition singular-plural
7	A-prep	Addition prepositin
8	A-art	Addition article
9	A-s	Addition 'S'
10	S-wc	Selection word choice
11	MO-uc	Misordering unclear meaning

b. Questionnaire

Questionnaire was used in order to find out the causes of grammatical errors in descriptive paragraph written by the participants of this study. The questionnaire used in this study consists of 14 items which were divided into 8 indicators of cause errors based on Richard's theory. The questionnaire aimed to generate the respondent's opinions on causes of grammatical errors using on the Likert' – scale. The scale points are showed in table 3.1.

Table 3.3
The Scale of Questionnaires Items
(Adapted from Likert' Scale)

Option	Scale Points
Strongly Agree	5
Agree	4
Neither	3
Disagree	2
Strongly Disagree	1

In addition, to avoid the ambiguous or to make sure that the participants had no problem in understanding the questionnaire, the developed questionnaire was then translated from English version into Indonesian version.

Table 3.4

Indicators of Students' Grammatical Errors

Causes of grammatical error	Indicators	Items
Interlingual	Transfer Error	1,2
	Mother Tongue Interference	3,4
	Literal translation	5,6
Intra lingual	Overgeneralization	7,8
	Ignorance of rule restrictions,	9,10
	Incomplete application of the rules	11,12
	False concept hypothesized	13,14

3.7 CONCLUDING REMARK

This chapter has provides about the methodology used in the present study. It includes research design, participants, the data collection techniques and the data analysis. The relevance of each method of data collection and analysis were discussed in this section to answer the research questions presented in chapter 1. The whole methodological dimensions discussed in this chapter provide the foundation to present results of this study in chapter 4.

Table 3.5
Method of Data Collection and Analyses by Research Question

Research Question	Method of Data Collection	Data Analysis
What kinds of grammatical errors are made by students in writing descriptive paragraph at junior high school 3 of Mandau Bengkalis Regency?	Documentation	Descriptive Analysis
What are the factors which cause grammatical errors in the students' writing of a descriptive paragraph at junior high school 3 in Mandau Bengkalis Regency?	Open-Ended Questionnaire	Descriptive Analysis

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the results of the research and discussion. It shows the findings on the data collection and analyses as well as the discussion related to the theoretical framework.

The findings of this study are discussed and presented according to the research questions. The findings resulting from the methods documentation and questionnaire are combined and presented together to present a clear picture of data and to discover new themes based on data analysis used in a qualitative study. The first part presents findings generated from the result of documentation and the second shows the questionnaire data, which constitutes answers to this study's research questions. The second part of the chapter presents a discussion of the findings in relation to theories and previous research, which may either support and complete or challenge the research findings. The chapter ends with a section summarizing key issues that emerge from presentations and discussion of the findings. Each of these parts discussed in the following sections respectively.

Thus, this chapter presents the findings dealing with research questions as mentioned in Chapter I, as follow:

1. What kinds of grammatical errors are made by students in writing descriptive paragraph at junior high school 3 Mandau of Bengkalis Regency?

2. What are the factors which cause grammatical errors in the students' writing of a descriptive paragraph at junior high school 3 Mandau of Bengkalis Regency?

4.1 RESEARCH FINDINGS

This section is an essential part of Chapter IV which offered the research findings gained from the multiple sources of data collection. The findings are connected to the theories supporting the exploration of the issues formulated in each of the research questions as presented in Chapter I. They are used as justifications of the qualitative dispositions to support the data analysis and research conclusion.

4.1.1 THE DATA DESCRIPTION OF GRAMMATICAL ERRORS

In this section, the researcher presents the description of students' grammatical error in their descriptive paragraph. The researcher classified 4 types of grammatical errors written by students at junior high school 3 Mandau of Bengkalis Regency. The following table shows the percentages of grammatical errors written by students at junior high school 3 Mandau of Bengkalis Regency.

Table 4.1
The Recapitulation of Students' Grammatical Errors in
Writing Descriptive Paragraph

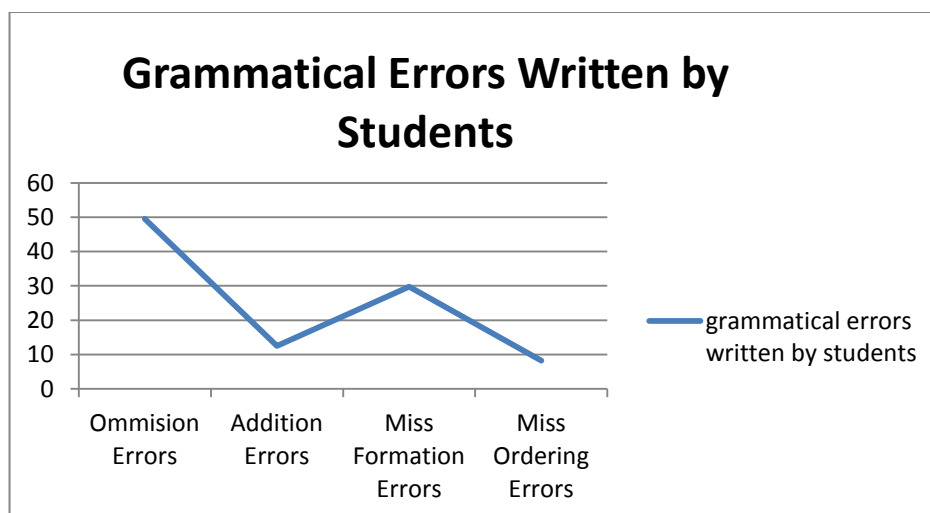
No	Types of Errors	Frequency	Percentages of errors
1	Omission	115	49.56 %
2	Addition	29	12.5 %
3	Selection / Misformation	69	29.74 %
4.	Misordering	19	8.18 %
	Total	232	100 %

Furthermore, the following table shows the distribution of grammatical errors written by students at Junior High School 3 Mandau of Bengkalis Regency.

Table 4.2

The Diagram of Grammatical Errors written by students
at Junior High School 3 i Mandau of Bengkalis

Regency



From the table and diagram above, it can be seen that there are 4 classes of grammatical errors written by students. They are omission (O), addition (AD), Misformation/selection (MF), and Misordering (MO). The highest grammatical errors written by students was Omission errors (49.56%). Then the second grammatical error was Selection errors (29.74%), This is followed by Addition errors (12.5%), and the lowest grammatical error was misordering errors (8.18%).

Moreover, the reason why the students made grammatical errors based on table above: first, students had some difficulties in using appropriate words in their sentences because not all words can be used in every sentence. Second, the reason might be caused of lack knowledge in vocabulary. Third, the students confused to write in English, the reason might be caused of translate literally (word-by-word).

4.1.2 THE ANALYSIS KINDS OF GRAMMATICAL ERRORS

Here the researcher discussed about the grammatical errors in writing descriptive paragraph. The researcher classified the errors into 4 types. They are omission, addition, selection (Misformation), and Misordering. Moreover, the researcher divided the 4 types to some categories of grammatical errors itself.

Table 4.3

The Table of frequency and percentage based on the
sub types of students grammatical Errors

No	Types of errors	Percentage	Sub-type of errors	Total errors	Percentages
1	Omission	49.56%	Omit pronoun (O-p)	55	23.7068966
			Omit verb (O-v)	51	21.9827586
			Omit article (O-art)	8	3.44827586
			Omit subject (O-s)	1	0.43103448
			Total	115	49.5689655
2	Misordering	8.18%	Unclear meaning (MO-uc)	19	8.18965517
			Total	19	8.18965517
3	Selection/ Misformation	29.74%	Word choice (S-wc)	69	29.7413793
			Total	69	29.7413793
4	Addition	12.5%	Verb (A-v)	16	6.89655172
			Singular-plural (A-sing-plu)	4	1.72413793
			Preposition (A-prep)	3	1.29310345
			Article (A-art)	4	1.72413793
			Add-s (A-s)	2	0.86206897
			Total	29	12.5
Total				232	100

4.1.2.1 ERRORS IN OMISSION

The first kind of error is omission. Omission errors are characterized by absence of an item that must appear in a well-formed utterance. Omission can occur in morphology. The students sometimes omit the third person singular morpheme –s, the progressive –ing, the plural marker –s and the past tense inflection –ed or they forgot to put the subject or predicate in a sentence. The example of omission errors showed by this following table:

Table 4.4

The example of Omission Errors written by the students
at junior high school 3 Mandau of Bengkalis Regency

No	Error Sentences	Categories
1	My <u>friend beautiful</u>	Omit verb
2	<u>She nose sharp</u>	Omit verb
3	<u>Age is 14 years old,</u> <u>Age : 38 th</u>	Omit pronoun
4	<u>Has hair black</u>	Omit pronoun
5	I have a friend, <u>name is</u> <u>Adriansyah</u>	Omit pronoun
6	<u>He handsome</u>	Omit verb
7	<u>Hair is long and black,</u> <u>Eye is black and skin</u> <u>black</u>	Omit pronoun
8	<u>He sweet</u>	Omit verb
9	<u>Cat color skin</u> in black and white or gray	Omit verb

10	My apple <u>weight 300 g</u>	Omit verb
11	<u>Weight is 1 kg</u>	Omit pronoun
12	<u>She a good and beautiful</u>	Omit verb
13	<u>She very good,</u>	Omit verb
14	<u>Also has eye</u>	Omit pronoun
15	<u>The color black</u>	Omit verb
16	<u>She short</u>	Omit verb
17	<u>She long, body hair</u>	Omit verb
18	<u>Have foot short</u>	Omit pronoun
19	<u>Has color yellow and brown</u>	Omit pronoun
20	<u>She old fifteen</u>	Omit verb
21	<u>She funny</u>	Omit verb
22	<u>Have a thick hair</u>	Omit pronoun
23	<u>Because taste is sweet</u>	Omit pronoun
24	Have <u>a long hairs</u>	Omit pronoun
25	<u>Have is good</u> body	Omit pronoun
26	<u>Eyeball is black color and eyebrow is curlend</u>	Omit pronoun

4.1.2.2 ERRORS IN ADDITION

The second type of error is Addition. Addition is the adding of some unnecessary or redundant parts of words, for instance, using both modal and verb *be* or adding *-s* to nouns which are similar in forms for both singular and plural forms, or uncountable nouns. This following table describes some errors of addition written by students at Junior High School 3 in Mandau Bengkalis Regency.

Table 4.5

The example of Addition Errors written by the students
at junior high school 3 Mandau of Bengkalis Regency

No	Error Sentences	Categories
1	My <u>cats</u> is pushi	ad – s (singular-plural)
2	<u>Apple</u> can <u>eating</u> direct	ad – ing (verb tense)
3	<u>Watermelon</u> to have <u>color is red</u>	ad – to have (verb tense)
4	I <u>have is</u> best friend	ad - is (verb tense)
5	<u>She has is long hair</u>	ad – is (verb tense)
6	<u>She has is body is</u> <u>good</u>	ad – is (verb tense)
7	She <u>is has long hair's</u>	ad – is (verb tense)
8	We <u>go to in the school</u>	ad – in (Preposition)
9	I <u>have dog is good</u>	ad – is (verb tense)
10	<u>she has is</u> long hair	ad – is (verb tense)

11	<u>It is friends is class</u>	ad – is (verb tense)
12	<u>She has is body is</u> <u>good</u>	ad – is (verb tense)
13	<u>She has is body color</u> <u>whhait</u>	ad – is (verb tense)
14	<u>My cats very likes</u> milk	ad- s (singular-plural)
15	<u>In the my school</u>	ad – article (the)
16	<u>She hes hes is body is</u> <u>good</u>	ad- is (verb tense)

4.1.2.3 ERRORS IN SELECTION/ MISFORMATION

Selection, also known as *misformation* (Dulay, Burt, & Krashen, 1982:158), is choosing wrong word forms. For example, “*Andi is red hair*”, instead of “*Andi has red hair*”. The wrong word selection usually occurs in the selection of phoneme, morpheme, structure or vocabulary items. It happens when one word is substituted with another similar word. Below are the examples of Selections/Misformation errors written by students at Junior High School 3 Mandau of Bengkalis Regency.

Table 4.6

The example Misformation Errors written by the students at
junior high school 3 Mandau of Bengkalis Regency

No	Error Sentences	Categories
1	She <u>is and adorable cat</u>	Misformation (word choice)
2	<u>She have long hair</u>	Misformation (word choice)
3	<u>Her is beautiful</u>	Misformation (word choice)
4	She is name Mey	Misformation (word choice)
5	<u>It's apple so fresh</u>	Misformation (word choice)
6	Her is beautiful	Misformation (word choice)
7	<u>his is male (cat)</u>	Misformation (word choice)
8	She <u>has woman (cat)</u>	Misformation (word choice)
9	<u>He has orange fur whit white spots</u>	Misformation (word choice)
10	<u>She have sharp nose</u>	Misformation (word choice)
11	<u>She have skin</u>	Misformation (word choice)
12	<u>She have tall 135 cm</u>	Misformation (word choice)
13	His nose was <u>slightly aquiline</u>	Misformation (word choice)
14	<u>I often play with cat that</u>	Misformation (word choice)
15	<u>I an very like the cat</u>	Misformation (word choice)
16	<u>She has brave</u>	Misformation (word choice)
17	<u>It is fenends class</u>	Misformation (word choice)

18	<u>She have tusk</u>	Misformation choice)	(word
19	<u>She has fourty years old</u>	Misformation choice)	(word
20	<u>She has beautiful</u>	Misformation choice)	(word
21	<u>She is voice good</u>	Misformation choice)	(word
22	<u>So I give him dog food</u>	Misformation choice)	(word
23	<u>They haye (cat) two eyes</u>	Misformation choice)	(word
24	<u>She is skin sweet lack</u>	Misformation choice)	(word
25	<u>She view beautiful</u>	Misformation choice)	(word
26	<u>I have happiness animal's</u>	Misformation choice)	(word
27	<u>I like to cat</u>	Misformation choice)	(word
28	<u>My mother is very good</u>	Misformation choice)	(word
29	<u>She is good beautiful (friend)</u>	Misformation choice)	(word
30	<u>She has aspect good</u>	Misformation choice)	(word
31	<u>He has good</u>	Misformation choice)	(word
32	<u>He has 360 cm</u>	Misformation choice)	(word
33	<u>It has a tusk sharp</u>	Misformation choice)	(word
34	<u>She has view beautiful</u>	Misformation choice)	(word
35	<u>She hos body white skin (mother)</u>	Misformation choice)	(word

4.1.2.4 ERRORS IN MISORDERING

Misordering is an incorrect order of words in a sentence. As an illustration, “do not leave in the rain her waiting outside” where *in the rain* is incorrectly placed. Erdogan (2005:264) gave some examples of misordering; in morphology e.g. “get upping” for “getting up”, in syntax e.g. “he is a dear to me friend” instead of “he is a dear friend to me”, and lastly in lexicon e.g. “key car” for “car key”. The latter is often done by Indonesians transferring or literally translating from Bahasa Indonesia.

Table 4.7

The example of Misordering Errors written by the students
at junior high school 3 Mandau of Bengkalis Regency

No	Error Sentences	Categories
1	My <u>cat tail is long</u>	Misordering (unclear meaning)
2	I <u>like to cuddle him</u> <u>because his fur feeds</u> <u>soft</u>	Misordering (unclear meaning)
3	<u>Friend my age 14th</u> <u>(fourte)</u>	Misordering (unclear meaning)
4	<u>My name is live in</u> <u>prumnas</u>	Misordering (unclear meaning)
5	<u>She her color black,</u> <u>eyeball brown and</u> <u>skin white</u>	Misordering (unclear meaning)
6	<u>I mother height end</u> <u>beautiful</u>	Misordering (unclear meaning)
7	I <u>mother eye brown</u>	Misordering (unclear meaning)

8	<u>I mother skin whit</u>	Misordering (unclear meaning)
9	I have <u>cat body hair</u> <u>bleack</u>	Misordering (unclear meaning)
10	A short aye body orange nose sharp	Misordering (unclear meaning)
11	Your age 16 weight is 100 and height 175	Misordering (unclear meaning)
12	<u>Her tail war her black</u> <u>eye</u>	Misordering (unclear meaning)
13	<u>Her plug nose or small</u>	Misordering (unclear meaning)
14	His <u>from was his legs</u> <u>four</u>	Misordering (unclear meaning)
15	<u>It's taste piquant too</u> <u>(apple)</u>	Misordering (unclear meaning)
16	<u>Even color is yellow</u>	Misordering (unclear meaning)
17	<u>I have cat body hair</u> <u>black male a is long</u> <u>eye red</u>	Misordering (unclear meaning)
18	<u>Form big leg four is</u> <u>height 30 weight 10</u>	Misordering (unclear meaning)

4.1.2.5 THE ANALYSIS OF STUDENTS' WRITING

Besides analysis by types of error that have already been presented above, the researcher also analyzed the students' writing in descriptive paragraph manually.

Student 1

My cat

I have a cat. My cat sex female (O-v). She is and adorable cat (S-Wc). My cats is pushi (A-Si-plu). She has orange fur with white and black spots (S-Wc). My tail cat is long (S-wc). The color eye (MO-Uc). My cat is chocolate. My nose cats is sharp (A—Si-plu, S-Wc). Form is short(MO-Uc). I like to cuddle him because his fur feeds soft (MO-Uc). She is very learnde (S-wc). My cats very likes milk(A-Si-plu).

Total of error: 12 errors (O = 1, AD = 3, S=5, and MO= 3)

From the descriptive paragraph above, it can be seen that there are 12 errors found. They are 5 selection/misformations, 3 additions, 3 misorderings and 1 omission.

Student 2

Your Friend

I have friend (O-art). My name friend Mutia (O-v). Friend my age 14th (fourte) (S-wc, O-s), Weight thirtysix (O-p, O-v), high 153 (O-p, O-v),. My friend beautiful(O-v), sharp nose (O-p, O-v),. She have hair long (S-wc). Eyeball is black color and eyebrow is curlend (S-wc). She is skin sweet black (S-wc). My name is live in perumnas (MO-uc). She is very clever.

Total of error: 15 errors, (O=10, AD=0, S/S=4, MO=1)

From the descriptive paragraph above, it can be seen that there are 15 errors found. They are 4 selection/misformations, 0 additions, 1 misordering and 10 omissions.

Student 3

Your Friend

I have friend (O-art). Her name is Monica Wulansari. Age is 14 years (O-p). weight 49 kg (O-p, O-v). height 162 cm (O-p, O-v). Her is beautiful (S-wc). She nose sharp (O-v). She heir color black, eyeball brown, and skin white (S-wc).

Total of error: 9 errors, (O=7, AD=0, S/S=2, MO=0)

From the descriptive paragraph above, it can be seen that there are 9 errors found. They are 2 Selections/misformations and 7 omissions.

Student 4

Your Mother

I have mother (O-art). Her name is Dessy. Age : 38 th (O-p, O-v). I mother height end beautiful nose I mother sherp (MO-uc). Hair black (O-p, O-v). I mother eye brown (Mo-uc). I mother skin with (MO-uc). I like you mother.

Total of error: 8 errors, (O=5, AD=O, S/S=O, and MO=3)

From the descriptive paragraph above, it can be seen that there are 8 errors found. They are 5 omissions and 3 misorderings.

Student 5

Cat

I have cat (O-art). body hair bleack (O-p, O-v). A short aye (O-p, O-v). body orange (O-p, O-v).. Nose sharp (O-p, O-v).

Total of error: 9 errors (O=9, AD=0, S=0, and MO=0)

From the descriptive paragraph above, it can be seen that there are 9 errors found. They are 9 omissions.

Student 6

Your friend

I have a friend name is Adriansyah (O-p). Your age 16 (MO-uc). Weight is 100 (O-p) and height 175 (O-p, O-v). He handsome(O-v). He has flat nose. Hair is long and black (O-p). Eye is black and skin black (O-p).

Total of error: 8 errors (O=7, AD=O, S=O, and MO=1)

From the descriptive paragraph above, it can be seen that there are 7 grammatical errors found. They are 0 misformations, 0 additions, 0 misorderings and 7 omissions.

Student 7

Cat

I have a cat. He sweet (O-v). Color skin in black and with or gray (O-p, O-v, S-wc). Her female gender (MO-uc). Her tail was (MO-uc). Her black eyes(O-v). Her plug nose or small (O-v). His from was (MO-uc). His legs four(O-v). We often play. I love the cat.

Total of error: 10 errors (O=6, AD=0, S/S=1, and MO=3)

From the descriptive paragraph above, it can be seen that there are 10 errors found. They are 1 misformation, 3 misorderings and 6 omissions.

Student 8

Apple

I have apple (O-art). it's color is red (S-wc). It's form not like that round. It's taste sweet (S-wc). I like apple. Apple is part from fruit (S-wc). My apple weight 300 g(O-v). I buy apple in the market. It's apple so fresh(S-wc). It's taste piquant too (S/wc). Apple can eating direct(AD-v, S-wc).

Total of error: 9 errors (O=2, AD=1, S/S=6, and MO=0)

From the descriptive paragraph above, it can be seen that there are 9 errors found. They are 6 Selection/misformations, 1 additions, and 2 omissions.

Student 9

Watermelon

I like watermelon. Because taste is sweet and from is big (O-s, O-p). Watermelon to have color is red and even color is yellow (Add-prep, Add-v, O-p), and weigh is 1 kg(O-p). My family even like watermelon.

Total of error: 6 errors (O=4, AD=2, S/S=0, and MO=0)

From the descriptive paragraph above, it can be seen that there are 6 errors found. They are 2 additions and 4 omissions.

Student 10

Your friend

I have your friend (S-wc). She is name Mey (S-wc). She beautiful skin is white (S-wc). She age 15(S-wc, O-v). Weight is 65(O-p). And height 145(O-p, O-v). Is nose flat(O-p, S-wc). And is hair black(O-p, S-wc). And is eye brown(O-p, S-wc).

Total of error: 14 errors (O=7, AD=0, S/S=7, and MO=0)

From the descriptive paragraph above, it can be seen that there are 14 errors found. They are 7 Selections/misformations and 7 omissions.

Student 11

Cat

I have a cat. Body hair blak(O-p, S-wc). Male a is. (MO-uc). Is a long eye red(O-p, MO-uc). Flat nose(O-p, O-v) . form big leg(MO-uc). Four is height(MO-uc). 30 weight(MO-uc).

Total of error: 10 errors (O=4, AD=0, S/S=1, and MO=5)

From the descriptive paragraph above, it can be seen that there are 10 errors found. They are 1 Selection/misformation, 5 misorderings and 4 omissions.

Student 12

Your friend

I have a friend. Her name is Ade sutani. Age is 13 years old (O-p). Weight 50 kg (O-p, O-v). height 159cm (O-p, O-v). her is beautiful (S-wc). She nose flat(O-v, S-wc). She hair color black (O-v, S-wc). Eyeball brown (O-p, O-v) And skin white(O-p, O-v).

Total of error: 14 errors (O=11, AD=O, S=1, and MO=O)

From the descriptive paragraph above, it can be seen that there are 14 errors found. They are 3 Selections/misformations, 11 omissions.

Student 13

My Cat

I have a cat. Body hair (O-p, O-v), She is male (S-wc). A long eye (O-p, O-v) . circle nose sharp(MO-uc).

Total of error: 6 errors (O=4, AD=0, S=1, and MO=1)

From the descriptive paragraph above, it can be seen that there are 6 errors found. They are 1 Selection/misformation, 1 misordering, and 4 omissions.

Student 14

Your Mother

I have your mother is name tiur (S-wc). Age is 40 (O-p). is weight 70 (O-p, S-wc). And height 165 (O-p, O-v). Is beautiful (O-p). Is nose sharp (O-p, S-wc). Is hair black (O-p, S-wc). And is eye brown(O-p, S-wc).. And is skin brown (O-p, S-wc).

Total of error: 15 errors (O=9, AD=0, S/S=6, and MO=0)

From the descriptive paragraph above, it can be seen that there are 15 errors found. They are 6 Selections/misformations and 9 omissions.

Student 15

My Mother

My mother is beautiful. Age fourfifth (O-p, O-v, S-wc). My weight fourfifth (O-v, S-wc). My height 160kg (O-v, S-wc). my mother ugly (O-v). My nose sharp (MO-uc). My hair black (MO-uc). My eye black (O-v). Skin yellow (O-v, S-wc).

Total of error: 13 errors (O=7, AD=0, S=4, and MO=2)

From the descriptive paragraph above, it can be seen that there are 13 errors found. They are 4 Selections/misformations, 7 omissions and 2 Misorderings .

Student 16

Cat

I have cat (O-art). She has woman (S-wc),. He has orange fur whit white spots. She has long and orange fur whit white. She has nose black and foot short (S-wc). She has tail long (S-wc). I like cat.

Total of error: 4 errors (O=1, AD=0, S/S=3, and MO=0)

From the descriptive paragraph above, it can be seen that there are 5 errors found. They are 3 Selection/misformations, and 1 omission.

Student 17

Your friend

In the my school(ADD-art). I have is best friends(ADD-v). She is very handsome(S-wc). She has sharp nose(S-wc). His weight is 37 kg. He is tall. I love my friend.

Total of error: 4 errors (O=0, AD=2, S=2, and MO=0)

From the descriptive paragraph above, it can be seen that there are 4 errors found. They are 2 Selections and 2 additions.

Student 18

Friend

I have a good friend in the class. She hair and black color (O-v). She has white skin a very stainless. She has flat nose. She is a good and beautiful (ADD-art). Her weight is 57 kg.

Total of error: 2 errors (O=1, AD=1, S=0, and MO=0)

From the descriptive paragraph above, it can be seen that there are 2 errors found. They are 1 omission and 1 addition.

Student 19

My Mother

My mother is very good. She have sharp nose (S-wc), and have a long hair(ADD-v). She very good and very friendly (O-v). She is forty five years old. She have tall 135 cm (S-wc). She is very beautiful. She have skin white (S-wc). And have is good body. (O-p), (ADD-v).

Total of error: 7 errors (O=2, AD=2, S=3, and MO=0)

From the descriptive paragraph above, it can be seen that there are 7 errors found. They are 3 misformations, 2 additions, 0 misorderings and 2 omissions.

Student 20

Cat

I have a cat. The cat is very sweet skin color grayish black tail short for, body slightly overweight (O-p, O-v). The cat has four legs, also has eyes (O-p). The color black, his nose was slightly aquiline (S-wc). I often play with cat that. And I am very like the cat invitation (ADD-v).

Total of error: 5 errors (O=3, AD=1, S=1, and MO=0)

From the descriptive paragraph above, it can be seen that there are 5 errors found. They are 1 selection/misformation, 1 addition, 0 misordering and 3 omissions.

Student 21

Friend

I have a friend. She is short hair (S-wc). She has black skin. She has tall body. She is good, beautiful. She has sharp nose.

Total of error: 1 error (O=0, AD=0, MI=1, and MO=0)

From the descriptive paragraph above, it can be seen that it is only 1 error found. It was 1 misinformation error.

Student 22

Friend

It is friends is class (ADD-v). She has aspect good (S-wc). She has good (S-wc). She has is long hair (ADD-v). She has 360 cm (S-wc). She has is good body is good (ADD-v). She has is color wait (S-wc, ADD-v). She good in singing (O-v).

Total of error: 9 errors (O=1, AD=4, MI=4, and MO=0)

From the descriptive paragraph above, it can be seen that there are 9 errors found. They are 4 selections/misformations, 4 additions, 0 misordering and 1 omission.

Student 23

Dog

I have a dog. I have happiness animals (ADD-s). She have tusk (S-wc). She long body hair (O-v). She thick (O-v), have tail long (O-p, S-wc). Have foot short (O-p), have she and color white (MO-uc). He can run. He is good.

Total of error: 8 errors (O=4, AD=1, S=2, and MO=1)

From the descriptive paragraph above, it can be seen that there are 8 errors found. They are 2 selections/misformations, 1 addition, 1 misordering and 4 omissions.

Student 24

My Dog

My dog is beautiful. It has a tusk sharp (S-wc) and has color yellow and brown (O-p). My dog have two ears and four foots (S-wc). She's a tail short (S-wc). And body hair is thick. But my dog is wild and I like my dog.

Total of error: 4 errors (O=1, AD=0, S=3, and MO=0)

From the descriptive paragraph above, it can be seen that there are 8 errors found. They are 3 misformations and 1 omission.

Student 25

My Mother

My mother is beautiful. She has view beautiful (S-wc). She has angry. She has fourty five years old (S-wc). She has body 175 kg (S-wc). She has beautiful (S-wc). She has body white skin (S-wc). I like my mother.

Total of error: 5 errors (O=0, AD=0, MI=5, and MO=0)

From the descriptive paragraph above, it can be seen that there are 5 errors found. They are from misformation errors.

Student 26

Friend

I have nice friend (O-art). She is woman. She is beautiful. She has long hair and black color. She old fifteen (O-v). She tall , good and smart (O-v)

Total of error: 3 errors (O=3, AD=0, MI=0, and MO=0)

From the descriptive paragraph above, it can be seen that there are 3 errors found. It was from omission errors.

Student 27

Best Friend

In the my school (ADD-art). I have is best friend (ADD-v). She is very beautiful. She has good body. She has sharp nose. She is tall. She voice good (O-v). I love my friend.

Total of error: 3 errors (O=1, AD=2, S=0, and MO=0)

From the descriptive paragraph above, it can be seen that there are 3 errors found. They are 1 omission and 2 addition errors.

Student 28

Best Friend

In the my school (ADD-art). I have is best friend (ADD-v). She is very beautiful. Every day, she is always with me. She is has long hair and black color (ADD-v). She has chink eyes and round face. Every morning always we go to in the school (ADD-prep), and together to go back in the home severally (ADD-prep).

Total of error: 5 errors (O=0, AD=5, S=0, and MO=0)

From the descriptive paragraph above, it can be seen that there are 5 errors found. They are 5 addition errors.

Student 29

Friend

It is friends is class (ADD-v, ADD-sing-plu). She has aspect good (S-wc). She has good (S-wc). She has is long hair (ADD-v). She has 360 cm (S-wc). She has has is body is good (ADD-v). She has is body color whait (ADD-v, S-wc). She is taller than me.

Total of error: 9 errors (O=0, AD=5, S=4, and MO=0)

From the descriptive paragraph above, it can be seen that there are 9 errors found. They are 5 addition errors and 4 misinformation errors.

Student 30

Cat

I have cat (O-art). She funny (O-v) and have a thick hair (O-p). they have two eyes, four legs, two ears, and a tail. Their hair has become the main attraction so many people buy eat (S-wc). Because of their fascinating you can see a rabbit with a (MO-uc).

Total of error: 5 errors (O=3, AD=0, MI=1, and MO=1)

From the descriptive paragraph above, it can be seen that there are 5 errors found. They are 1 misinformation, 1 misordering and 3 omissions.

4.1.3 THE ANALYSIS CAUSES OF GRAMMATICAL ERROR

In order to find out the causes of grammatical errors in writing descriptive paragraph, the data were obtained through the questionnaire. The questionnaire used in this research consists of 14 items which were divided into 8 indicators of causes of errors based on Richard theory. There are 2 main causes of errors. The first main cause of errors is called interlingual error. Interlingual means error ('between languages') factors, resulting from negative transfer or interference from L1 or mother tongue. In interlingual, there are 3 aspects that indicate students made errors. They are transfer error (error caused by interference from mother tongue), Mother tongue Interference (errors are produced in the learners'

attempt to discover the structure of the target language rather than transferring models of their first language), and known as literal translation (errors happen because a student translates his first language sentence or idiomatic expression in to the target language word by word).

Furthermore, Richard (1974: 120) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors. As the conclusion, the 14 items were used based on the indicator of causes of grammatical errors written by students at Junior High School 3 in Mandau, Bengkalis Regency.

Besides 14 items indicated causes of errors, the researcher also used 2 items called as additional information (written form). The items number 1 to 6 indicated as interlingual errors. Then the others items, 7 to 14 are indicated as interlingual errors. The type of questionnaire is open-ended questions and 2 questions (see appendix). In the open-ended question the researcher used 5 points of Likert-scale: strongly agree = 5; agree = 4; neither/neutral = 3; disagree = 2; and strongly disagree = 1. The discussion of the questionnaire's results could be seen in the table below.

Table 4.7

The Percentage of Causes Grammatical Error Written by Students at Junior High

School 3 Mandau of Bengkalis Regency

No	Statements	Students response				
		5	4	3	2	1
1	<i>I don't understand how to write English especially writing descriptive paragraph.</i>	10%	26.6%	50%	6.66%	6.66%
2	<i>I feel difficult when I write English or translate from Bahasa Indonesia to English.</i>	20%	20%	33.33%	20%	6.66%
3	<i>In learning English especially writing descriptive, I don't understand and know what the teacher teach.</i>	6.66%	36.66%	11%	6.66%	23.33%
4	<i>Mother tongue/Bahasa Indonesia influences me to learn English especially in writing descriptive paragraph.</i>	6.66%	30%	40%	10%	13.33%
5	<i>In writing descriptive, I prefer to write bahasa Indonesia first, and then I translate to English.</i>	6.66%	40%	13.33%	13.33%	23.33%
6	<i>In writing descriptive paragraph, I translate English literally or word-by-word.</i>	6.66%	50%	16.66%	3.33%	23.33%
7	<i>The greatest difficulty in writing descriptive paragraph that I have, it is mostly from vocabulary.</i>	10%	43.33%	33.33%	6.66%	6.66%
8	<i>In writing descriptive paragraph, I difficult to use appropriate vocabulary.</i>	13.33%	26.66%	50%	6.66%	3.33%
9	<i>Lack of knowledge about tenses and vocabularies lead me make some errors in writing descriptive paragraph.</i>	16.66%	40%	23.33%	16.66%	3.33%
10	<i>The most difficulty that I feel in writing descriptive paragraph is because I am confused where I should start to write.</i>	16.66%	36.66%	16.66%	23.33%	6.66%
11	<i>I do not understand about the use of each tense in writing descriptive paragraph.</i>	10%	43.33%	36.66%	10%	0%

12	<i>I don't know the generic structures and the language features of writing descriptive paragraph).</i>	10%	26.66%	33.33%	20%	10%
13	<i>I feel difficult to write descriptive paragraph if it is specified topic (topic chosen).</i>	33.33%	10%	26.66%	26.66%	3.33%
14	<i>I difficult to choose the object to describe in writing descriptive paragraph</i>	10%	40%	26.66%	20%	3.33%

Table 4.7 shows the percentage of causes of grammatical errors in writing descriptive paragraph. It can be seen that from 30 students who filled the questionnaires, to the first item 50% of them (30 students) chose “**Neither**”, followed by second item that showed 33.3% of them (30 students) chose “**Neither**”.

Then 36.66 % of them (30 students) chose “**Agree**”. After that 40% of them (30 students) chose “**Neither**”, 40 % of them (30 students) chose “**Agree**”, 50% of them (30 students) chose “**Agree**”, 43.33% of them (30 students) chose “**Agree**”, 50% of them (30 students) chose “**Neither**”, followed by 40% of them (30 students) chose “**Agree**”, 36.66% of them (30 students) chose “**Agree**”, 43.33% of them (30 students) chose “**Agree**”, 33.33% of them (30 students) chose “**Neither**”, 33.33% of them (30 students) chose “**Strongly Agree**”, and the last 40% of them (30 students) chose “**Agree**”.

It can be concluded that most of students chose “Agree” as their favorite answer in this questionnaire. Therefore, the factor that mostly influenced the students at junior high school 3 Mandau, Bengkalis Regency to make grammatical errors in writing descriptive paragraph is Intralingual factor.

4.1.3.1 INTERLINGUAL FACTORS

This error was caused by the influence / interference of mother tongue (L1) to the target language (L2). They were influenced by their mother tongue when they were learning about English. These errors result from the mother tongue interference, transfer error and literal translation.

a. Transfer error

This error is caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language. The connection between L1 and L2 is called language transfer.

This transfer has two forms. The first is positive transfer bringing the positive effect to students in mastering the second or foreign language. For example, when the students are easy to get lesson or knowledge given by teacher. The second transfer in language is negative transfer. The negative transfer is the opposite of positive transfer explained above. This transfer brings negative effect to students in learning the second or foreign language. Below is the students' response related to error transfer caused by in interlingual factor.

Table 4.9

The Percentage of Student's Responds about Transfer Error

No	Statements	Students response				
		5	4	3	2	1
1	<i>I don't' understand how to write English especially writing descriptive paragraph</i>	10%	26.6 %	50%	6.66 %	6.66%
2	<i>In learning English especially writing descriptive, I understand on what the teacher teach.</i>	20%	20%	33.33 %	20%	6.66%

For item no 1 (*I don't' understand how to write English especially writing descriptive paragraph*), 50% of the students (30 students) respond “Neither” on understanding how to write English, especially writing descriptive paragraph. It means that they were not confused to write or understand how to write English especially writing descriptive paragraph.

The second item (*In learning English, especially in writing descriptive paragraph, I understand on what the teacher teach.*) 33.3% of them (30 students) responded “Neither” to understanding what the teacher teach especially in writing descriptive paragraph. They had no problem related to the material or lesson given by teacher.

b. Mother tongue Interference

This error is produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language. It refers to the influence of the native language to the target language. The target language is the language learner aiming to learn as a second or a foreign language such as English. In the case of Indonesian students, they have Bahasa Indonesia as their mother tongue or as their first language.

Most of students commit that English as a foreign language for them. It is indicated this language should be learn whether in the school or course. Below is the items related to cause of mother tongue interference error in writing descriptive paragraph.

Table 4.9
The Percentage of Students' Responses about
Mother Tongue Interference

3	<i>Mother tongue/Bahasa Indonesia influences me to learn English especially in writing descriptive paragraph</i>	6.66%	36.66%	11%	6.66%	23.33%
4	<i>I feel difficult when I write English or translate from Bahasa Indonesia to English</i>	6.66%	30%	40%	10%	13.33%

Then For item no 3 (*Mother tongue/Bahasa Indonesia influences me to learn English especially in writing descriptive paragraph*), 36.66% of the students responded “Agree” that Mother tongue/Bahasa Indonesia influences them to learn English especially in writing descriptive paragraph. It means that they faced difficulties in learning English.

It supported by a student’s response in additional information in the questionnaire where student 1 stated that “*sangat sulit saat menulis paragraph descriptive karena kekurangan kosa-kata*” (It is very difficult to write descriptive paragraph because of lack of vocabulary). Moreover, he stated: *kekurangan ide, kekurangan kosa-kata, dan jarang menulis*.

(Lack of ideas, lack of vocabularies, and seldom to writes” (additional information the second question).

For item 4 (*I feel difficult when I write English or translate from Bahasa Indonesia to English*), 40 % of the students responded “Neither” on the difficulties when writing. It indicated that sometimes students translate Bahasa Indonesia to English and sometimes the students use English directly to write descriptive paragraph.

d. Literal Translation

Literal translation means that the students or the learners translate word-by-word or direct translation. For example, when the teacher asks students directly to speak or write in English without preparation or dictionary, the student should have their knowledge related to vocabulary. If a student knows many vocabularies, he or she will not be difficult to translate from bahasa Indonesia into English. Then, if he lacks of vocabulary, he will be difficult to translate from English into Bahasa Indonesia or from Bahasa Indonesia into English. The following table shows 2 causes of grammatical errors due to literal translation.

Table 4.10

The Percentage of Students' Responses about Literal
Translation

5	<i>In writing descriptive, I prefer to write bahasa Indonesia first, then I translate to English</i>	6.66%	40%	13.33%	13.33%	23.33%
6	<i>In writing descriptive paragraph, I translate English literally or word-by-word</i>	6.66%	50%	16.66%	3.33%	23.33%

For item no 5 (*In writing descriptive, I prefer to write bahasa Indonesia first, then I translate to English*), 40 % of the students “Agree” that they have the problem on translating Bahasa Indonesia to English. Someone’s speaking or writing a foreign language is influenced by their mother tongue. Therefore, it is natural for Indonesian students to face difficulties to translate Bahasa Indonesia first to English. So they wrote in Bahasa Indonesia first and then they translated the Indonesian text into to English using dictionary. But not all students believe in this concept. The proof is that there are still many students who responded that they are neutral (13, 33%) or disagree about translating from Bahasa Indonesia first before writing the paragraph in English.

For item 6 (*In writing descriptive paragraph, I translate English literally or word-by-word*), 50% of the students answered “Agree” for this question. Grammar is still a frightening factor for language learners. The lack of understanding of students in using correct grammar in language influences their language achievement.

4.1.3.2 INTRALINGUAL FACTORS

Intralingual error can be defined that the deviated forms of language caused by conflicting information of the target language. Intralingual errors are not related to the first language transfer, but contributed by the target language itself. It means that this factor is different from interlingual factor. Interlingual error is caused by the first language transfer or their mother tongue. Moreover the intralingual cause is related to the process of acquiring the target language or foreign language. Below is more explanation about cause of intralingual errors.

a. Overgeneralization

Overgeneralization happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. The example of forming plural by adding “s” to even irregular plurals, also generalizing the “-ed” past form. It means that they are confused to choose appropriate vocabulary. They should add –ed, or ad-ing in writing descriptive paragraph. For example, as stated on table of addition above about adding “ing”, one example is “we can eating apple”. He means that in word “eat” should be added ing. In fact, the student did not need to add –ing because it caused error in the sentence. In this case, lack knowledge of vocabulary causes errors in descriptive paragraph written by the students.

Table 4.11

The Percentages of Students' Responses about
Overgeneralization

7	<i>The greatest difficulty in writing descriptive paragraph that I have, it is mostly from vocabulary</i>	10%	43.33%	33.33%	6.66%	6.66%
8	<i>In writing descriptive paragraph, I difficult to use appropriate vocabulary</i>	13.33%	26.66%	50%	6.66%	3.33%

For item no 7 (*The greatest difficulty in writing descriptive paragraph that I have is mostly from vocabulary*), more than 43.33 % students responded “Agree” to this statement. The lack of vocabulary blocked them to create and produce the idea. They felt block-minded and confused to describe the object. This result is similar with student’s 2 statement. He said:

“Karena saya kekurangan kosa kata sehingga saya bingung untuk mengartikan dan menjelaskannya”

(Because of lack vocabularies, so I confused to translate and explain it).

To describe an object, someone needs vocabulary and idea. It is supported also by student 6. She said:

“ Susah mencari kosa kata yang ada di dalam kamus kadang ada dan kadang tidak, dan menulis katanya kadang salah atau terbalik”

(It is difficult to choose appropriate vocabulary, sometimes there and sometimes not, and sometimes fault or inverse to write it).

Therefore, it is natural for Indonesian students to have the error because it is not their mother tongue.

For item 8 (*In writing descriptive paragraph, I difficult to use appropriate vocabulary*), 50% of the students answered “Neither” for this question. It means that some students had problem to choose the appropriate vocabulary and the others had no problem.

b. Ignorance of Rule Restrictions

Ignorance of rule restrictions is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning of rules.

Table 4.12

The Percentages of Students' Responses about Ignorance of
Rule Restrictions

9	<i>Lack of knowledge about tenses and vocabularies lead me make some errors in writing descriptive paragraph</i>	16.66 %	40%	23.33 %	16.66 %	3.33%
10	<i>The most difficulty that I feel in writing descriptive paragraph is because I am confused where I should start to write</i>	16.66 %	36.66%	16.66 %	23.33 %	6.66%

For item no 9 (*Lack of knowledge about tenses and vocabularies lead me make some errors in writing descriptive paragraph*), 40% of the students responded “Agree” to this question. It means that some students had problem to choose the appropriate vocabulary. The students also had problem to use correct tense in writing descriptive paragraph. Furthermore, they made errors on grammar in writing descriptive paragraph.

For item 10 (*The most difficulty that I feel in writing descriptive paragraph is because I am confused where I should start to write*), 36.66 % of the students responded “Agree” to this statement. They agree that they were confused where they should start to write. They might be influenced by their first language. It is also caused by lack of knowledge related to tense or vocabulary. It is supported by student 7's statement. He said that:

- a. Berkaitan dengan kosa kata*
- b. Payah menulis dan mengingat tulisan kosa kata dalam bahasa inggris*
- c. Susah memilih object karena banyak yang arti sama*
- d. Susah menulis bahasa inggris dengan tepat*
- e. Payah untuk memilih dan menyusun object*

Translation:

- a. It is related to vocabulary
- b. It is difficult to write and remember the vocabulary in English
- c. It is difficult to choose the object because it has same meaning
- d. It is difficult to write in English correctly
- e. It is difficult to choose and arrange the object

Therefore, the lack of knowledge and vocabulary caused the students to feel difficult and confused to write descriptive paragraph well in English.

c. Incomplete Application of the Rules

This error may occur when learner fails to apply the rules completely due to the stimulus sentence. There are two possible causes, first the use of question in the classroom, where the learner is encouraged to repeat the question in the part of answer. The second is the fact the learner may discover that he can communicate perfectly adequately using deviant form. It is opposite of overgeneralization. It is supported by James (1998), he also stated that it is opposite to overgeneralization and exemplifies this deviancy of subject and verb 'be' found in the sentence, "I don't know where is he" (where he is). This error results from the writer using incomplete rule of interrogative information. The writer applied a wh-word, 'where', but failed to invert the subject 'he'. Another example based on the table of kind error is "She age is 15". It should be "she is 15 years old.

Table 4.13

The Percentages of Students' Responses about Incomplete

Application of the Rules

11	<i>I do not understand about the use of each tense in writing descriptive paragraph</i>	10%	43.33 %	36.66 %	10%	0%
12	<i>I don't know the generic structures and the language features of writing descriptive paragraph)</i>	10%	26.66 %	33.33 %	20%	10%

For item no 11 (*I do not understand about the use of each tense in writing descriptive paragraph*), 43.33% of the students responded “Agree”. This means that they have problem in using appropriate tense in writing descriptive paragraph. They faced difficulties to write well based on tense (present tense). An example is “I have your mother is name tiur”. It should be “I have mother. Her name is Tiur”. This sentence indicated that the student had problem in word order. So it includes incomplete application of the rules, especially in using tense in English.

For item 12 (*I don't know the generic structures and the language features of writing descriptive paragraph*). 33.33% of them (the students) responded “Neither” in this question. It means that some students know about generic structures and the language features of writing descriptive paragraph. And the others do not know about generic structures and the language features of writing descriptive paragraph.

d. False Concept Hypothesized

Learners' faulty understanding of distinctions of target language items leads to false conceptualization. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized. It means that the learner fails to comprehend fully. It can be from material or lesson given by teacher. In the context of foreign language, this case is normal. Because the Indonesian students or foreign learners still try to understand about English (foreign language). Therefore the teacher has important role to teach English especially writing descriptive paragraph clearly, choosing the interested topic to students is one of the examples.

Table 4.14

The Percentages of Students' Responses about False
Concept Hypothesized Causes

13	<i>I feel difficult to write descriptive paragraph if it is specified topic (topic chosen).</i>	33.33 %	10%	26.66 %	26.66 %	3.33%
14	<i>I difficult to choose the object to describe in writing descriptive paragraph</i>	10%	40%	26.66 %	20%	3.33%

For item number 13 (*I feel difficult to write descriptive paragraph if it is specified topic (topic chosen)*), 33.33% of the students chose “Strongly Agree” that specified topic (topic chosen) make them difficult to create idea and to write well in English. It caused the students to feel confused to write object that should be described. They could not just imagine the object to describe. Then they translate from Bahasa Indonesia to English. They have to see the object to describe in order to avoid of error by false concept.

For the last item, item 14 (*I difficult to choose the object to describe in writing descriptive paragraph*), 40 % of the students responded “Agree” to this statement. It means that some students need to know object to describe. It is easier for the students to describe the object they are interested in.

4.2 RESEACH DISCUSSIONS

This section presents the discussion of the findings presented in the previous section. It discusses findings from two frameworks based on the two research questions with reference to findings from previous research and existing relevant. This section aims to generate further insights and interpretations of the findings within the contexts of current and the future research in the area of error analysis, particularly in the context of learning English in Indonesia.

4.2.1 What kinds of grammatical errors are made by students in descriptive paragraph written by students at junior high school 3 Mandau of Bengkalis Regency?

As discussed in chapter 1, the ability of students to write well is not up to teacher expectation. It is usually because English is a foreign language for Indonesian learners. Therefore, the students encounter difficulties to write well in writing descriptive paragraph. Writing skills must be practiced and learned through experience especially in writing descriptive paragraph. For Indonesian students, writing is the most difficult skill in teaching and learning process of English.

The grammatical problems faced by the students are influenced by their first language or mother tongue. Errors are the flawed side of learner speech or writing. They are those parts of conversation or compositions that deviate from some selected norms of mature language performance. People cannot learn language without first systematically committing errors.

Errors are not generally thought of as errors in the same sense as those produced by second language learners. Goerge in Ellis (1994, p. 47) states that whereas second language learners' errors are generally viewed as 'unwanted forms of children's errors that are seen as 'transitional forms' and adult native speakers' error as 'slips of the tongue.'

Dulay, Burt and Krashen (1982, p. 138) argue that studying learners' errors serves two major purposes: (1) it provides data from which inferences about the nature of the language learning process can be made, and (2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly and which error types detract most from learners' ability to communicate effectively. Corder (quoted by Elliis) noted that errors could be significant in three ways: (1) they provided the teacher with information about how much the learner had learnt, (2) they provided the researcher with evidence of how language was learnt, and (3) they served as devices by which the learner discovered the rules of the target language.

Based on data in chapter 4 above, it can be seen that there are 4 classes of grammatical errors made by students. They are omission (O), addition (AD), Misformation/selection (MF), and Misordering (MO). The highest grammatical

errors written by students was Omission errors (49.56%). Then the second grammatical error was Selection errors (29.74%). It is followed by Addition errors (12.5%). The lowest grammatical error was addition errors (8.18%).

Furthermore, there are three reasons why the students made grammatical errors based on table above: first, students had some difficulties in using appropriate words in their sentences because not all words can be used in every sentence. Second, the reason might be caused by lack of knowledge in vocabulary. Third, the students are confused to write in English, the reason might be caused by literal translation (word-by-word).

4.2.2 What are the factors which cause grammatical errors in descriptive paragraph written by students at junior high school 3 Mandau of Bengkalis Regency?

Based on data of causes of grammatical errors above, errors found in descriptive paragraph written by Indonesian students at state junior high school 3 Mandau of Bengkalis Regency are mainly influenced by both interlingual and intralingual factors. For the purpose of discussing the findings, the theoretical framework of error sources is reviewed. Transfer errors, mother tongue interference and literal translation are reviewed in terms of Interlingual factors. As for intralingual factor, it is also reviewed in terms of causes of grammatical errors written by students at state junior high school 3 in Mandau, Bengkalis. There are many studies related to causes of errors especially in learning a foreign language.

Most English learners make errors in writing and speaking. Simpson (2011, p. 18) states that learners' errors are caused mainly by mother tongue interference, and can be predicted through contrastive analysis, and was yielding to the view that errors may in fact be developmental, and evidence of systematic hypothesis testing.

Then, Saville (2005, p. 39) states that two of the most likely causes of L2 errors are interlingual ('between languages') factors, resulting from negative transfer or interference from L1 and intralingual ('within language') factors, not attributable to cross-linguistic influence. Intralingual errors are also considered developmental errors and often represent incomplete learning of L2 rules or overgeneralization of them. Furthermore, Richard (1974, p. 120) classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.

As the conclusion, based on data in chapter 4, table 4.7 shows the percentages of the cause grammatical errors in writing descriptive paragraph. It can be seen that from 30 students who filled the questionnaires, to the first item 50% of them (30 students) chose "**Neither**", followed by second item that showed 33.3% of them (30 students) chose "**Neither**".

Then 36.66 % of them (30 students) chose "**Agree**". After that 40% of them (30 students) chose "**Neither**", 40 % of them (30 students) chose "**Agree**", 50% of them (30 students) chose "**Agree**", 43.33% of them (30 students) chose "**Agree**", 50% of them (30 students) chose "**Neither**", followed by 40% of them (30

students) chose “**Agree**”, 36.66% of them (30 students) chose “**Agree**”, 43.33% of them (30 students) chose “**Agree**”, 33.33% of them (30 students) chose “**Neither**”, 33.33% of them (30 students) chose “**Strongly Agree**”, and the last 40% of them (30 students) chose “**Agree**”.

It can be concluded that most of students chose “**Agree**” as their favorite answer in this questionnaire. And the most factors influenced the students at junior high school 3 in Mandau Bengkalis Regency made grammatical errors in writing descriptive paragraph is Intralingual factor.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents the conclusions and suggestions of this study based on findings and discussion presented in chapter 4. The first part presents the conclusions derived from the research study. The second part presents suggestions for the English teachers and learners and the other researchers.

5.1 CONCLUSION

The errors on grammar have influenced the students at Junior High School 3 in Mandau, Bengkalis Regency to write descriptive paragraph well. The students made grammatical errors in writing their descriptive paragraph. This problem does not only occur at Junior High School 3 in Mandau Bengkalis regency but also in other schools in Indonesia. Based on the data description in this study, it is found that there are three hundred more errors in the students' descriptive paragraph. Most of them made error in omission especially in omission of pronouns, verbs, articles, and subjects, followed by some errors in selection/misformation especially in word choices. Then students made some errors in addition such as addition of singular-plural, addition-s, addition of verb, and addition of article. Then the last is that the students still have problem in misordering especially in making good sentences or clear sentences. The highest percentage on grammatical error in descriptive paragraph written by students at

junior high school 3 in Mandau Bengkalis regency is omission with 49.56% errors.

It is clear that in their writing, the students still make errors especially in writing descriptive paragraph. By investigating the percentages of the errors, it is revealed that the students made errors most frequently in syntactical area. It means that syntax is considered to be more difficult than morphology. It appears that the students' errors distribute to all students' writings. They still make errors, but the students do not always make errors in the same subcomponent.

Then, regarding the causes of errors, the second year students at Junior High School 3 in Mandau Bengkalis Regency found that they faced Interlingual causes (Transfer Error, Mother Tongue Interference, Literal Translation) and Intralingual causes (Overgeneralization, Ignorance of Rule Restrictions, Incomplete Application of the Rules, and False Concept Hypothesized).

5.2 RECOMMENDATION

Based on the findings of this study, the researcher would like to propose some recommendations. It is expected that the suggestions will give a new idea for a better teaching and learning process especially in teaching students to write descriptive paragraphs at Junior High School 3 Mandau of Bengkalis Regency.

1. Recommendations for the School:

- a. It is recommended to the school conduct an evaluation for students' difficulties based on the result of teaching and learning process.
- b. It is hoped for the school to establish an English club in order to expand the students' knowledge in English.
- c. It is hoped for the school to facilitate the students in joining English program in order to strengthen the students' motivation in learning English.

2. Recommendations for the English Teacher:

- a. Teachers should construct creative and enjoyable learning for students.
- b. Teachers should support their techniques by using interesting media.
- c. Teachers can encourage students' awareness about the importance of writing for their life.
- d. Teacher makes writing as habitual activities for students in the school.

3. Recommendations the students

As the students still make errors in their writings, they have to learn English by reading more materials in order to improve their English grammatical ability.

4. Recommendations For the future researchers

This research study is expected to give an informative input to other researchers who want to conduct similar research. The researcher believes that there are still many phenomena that can be explored further in this research study. The researcher expects that other researchers are able to find out other solutions for this problem.

Finally, the researcher considers that this study still needs validation from the next researcher that has the same topic as this study.

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QUESTIONNAIRE

Students Grammatical Errors in Writing Descriptive Paragraph

Subject : Writing Descriptive Paragraph

School : Junior High School 3 Mandau Bengkalis Regency

Class : 8 / 2nd year

Academic Year : 2018-2019

Bagian 1

Instruksi/ Petunjuk: Dari pernyataan dibawah ini, Harap pilih jawaban setuju atau tidak setuju anda dengan menggunakan tanda ceklis pada kotak tersebut. Jawaban anda tidak akan mempengaruhi hasil belajar.

5 = sangat setuju

4 = setuju

3 = netral

2 = tidak setuju

1 = sangat tidak setuju

No	Pernyataan (Statements)	5	4	3	2	1
1	Saya tidak mengerti cara menulis dalam bahasa inggris terutama menulis paragraph deskriptif					
2	Saya merasa kesulitan ketika saya menulis bahasa inggris atau mentranslate dari bahasa indonesia ke bahasa inggris					
3	Bahasa ibu / bahasa Indonesia mempengaruhi saya dalam mempelajari bahasa inggris terutama dalam menulis paragraph deskriptif dalam bahasa inggris					
4	Dalam belajar bahasa inggris terutama menulis deskriptif saya tidak mengerti dan paham apa yang guru saya ajarkan					

5	Dalam menulis paragraph descriptif saya lebih suka menulis bahasa Indonesia dulu baru di translate ke bahasa inggris					
6	Dalam menulis paragraph deskriptif saya mentraslate bahasa inggris kata demi kata					
7	Kesulitan terbesar saya dalam menulis paragraph deskriptif adalah berkaitan dengan kosa kata					
8	Dalam menulis paragraph descriptif saya kesulitan menggunakan kosa kata bahasa inggris yang tepat					
9	Kekurangan pengetahuan saya tentang tenses dan vocabulary menyebabkan munculnya banyak kesalahan dalam menulis paragraph descriptive					
10	Kesulitan yang paling saya rasakan ketika menulis paragraph deskriptif adalah karna saya bingung harus memulai dari mana untuk menulis					
11	Saya kurang paham tentang penggunaan masing-masing tenses dalam menulis bahasa inggris					
12	Dalam menulis paragraph deskriptif, saya tidak tau generic structure dan language feature nya					
13	Saya merasa sulit menulis paragraph deskriptif jika topic itu ditentukan					
14	Dalam menulis paragraph deskriptif, saya kesulitan memilih objek untuk di descriptive					

Bagian 2**Pernyataan terbuka : Informasi Tambahan**

1. Kesulitan apa saja yang saya alami ketika menulis dalam bahasa inggris terutama menulis paragraph deskriptif?

2. Factor apa saja yang menyebabkan saya sulit menulis paragraph deskriptif?

QUESTIONNAIRE

Students Grammatical Errors in Writing Descriptive Paragraph

Subject : Writing Descriptive Paragraph

School : Junior High School 3 Mandau Bengkalis Regency

Class : 8 / 2nd year

Academic Year : 2018-2019

Part I: Instruction: For each of the statement below, please indicate the extent of your agreement or disagreement by placing a tick \checkmark in the appropriate box.

Degree of practice and feeling

5 = strongly agree

4 = agree

3 = neither agree nor disagree

2 = disagree

1 = strongly disagree

No	Statements	Students response				
		5	4	3	2	1
1	<i>I don't understand how to write English especially writing descriptive paragraph).</i>					
2	<i>I feel difficult when I write English or translate from Bahasa Indonesia to English..</i>					
3	<i>In learning English especially writing descriptive, I don't understand and know what the teacher teach.</i>					
4	<i>Mother tongue/Bahasa Indonesia influences me to learn English especially in writing descriptive paragraph.</i>					
5	<i>In writing descriptive, I prefer to write bahasa Indonesia first, and then I translate to English.</i>					

6	<i>In writing descriptive paragraph, I translate English literally or word-by-word.</i>					
7	<i>The greatest difficulty in writing descriptive paragraph that I have, it is mostly from vocabulary.</i>					
8	<i>In writing descriptive paragraph, I difficult to use appropriate vocabulary.</i>					
9	<i>Lack of knowledge about tenses and vocabularies lead me make some errors in writing descriptive paragraph.</i>					
10	<i>The most difficulty that I feel in writing descriptive paragraph is because I am confused where I should start to write.</i>					
11	<i>I do not understand about the use of each tense in writing descriptive paragraph.</i>					
12	<i>I don't know the generic structures and the language features of writing descriptive paragraph).</i>					
13	<i>I feel difficult to write descriptive paragraph if it is specified topic (topic chosen).</i>					
14	<i>I difficult to choose the object to describe in writing descriptive paragraph</i>					

Part 2

Part 2

The Opened Format Answer : The Additional Answer

1. What is the difficulty when I write English especially in writing descriptive paragraph?)

2. What is factor that influences me to write descriptive paragraph?

**The Percentage of Causes Grammatical Error Written by Students
at Junior High School 3 In Mandau Bengkalis Regency**

No	Statements	Students response				
		5	4	3	2	1
1	<i>I don't understand how to write English especially writing descriptive paragraph.</i>	10%	26.6%	50%	6.66%	6.66%
2	<i>I feel difficult when I write English or translate from Bahasa Indonesia to English.</i>	20%	20%	33.33%	20%	6.66%
3	<i>In learning English especially writing descriptive, I don't understand and know what the teacher teach.</i>	6.66%	36.66%	11%	6.66%	23.33%
4	<i>Mother tongue/Bahasa Indonesia influences me to learn English especially in writing descriptive paragraph.</i>	6.66%	30%	40%	10%	13.33%
5	<i>In writing descriptive, I prefer to write bahasa Indonesia first, and then I translate to English.</i>	6.66%	40%	13.33%	13.33%	23.33%
6	<i>In writing descriptive paragraph, I translate English literally or word-by-word.</i>	6.66%	50%	16.66%	3.33%	23.33%
7	<i>The greatest difficulty in writing descriptive paragraph that I have, it is mostly from vocabulary.</i>	10%	43.33%	33.33%	6.66%	6.66%
8	<i>In writing descriptive paragraph, I difficult to use appropriate vocabulary.</i>	13.33%	26.66%	50%	6.66%	3.33%
9	<i>Lack of knowledge about tenses and vocabularies lead me make some errors in writing descriptive paragraph.</i>	16.66%	40%	23.33%	16.66%	3.33%
10	<i>The most difficulty that I feel in writing descriptive paragraph is because I am confused where I should start to write.</i>	16.66%	36.66%	16.66%	23.33%	6.66%
11	<i>I do not understand about the use of each tense in writing descriptive paragraph.</i>	10%	43.33%	36.66%	10%	0%
12	<i>I don't know the generic structures and the language features of writing descriptive paragraph).</i>	10%	26.66%	33.33%	20%	10%
13	<i>I feel difficult to write descriptive paragraph if it is specified topic (topic chosen).</i>	33.33%	10%	26.66%	26.66%	3.33%
14	<i>I difficult to choose the object to describe in writing descriptive paragraph</i>	10%	40%	20%	26.66%	3.33%

The frequency and percentage based on the sub types
of students grammatical errors

No	Types of errors	Percentage	Sub-type of errors	Total errors	Percentages
1	Omission	49.56%	Omit pronoun (O-p)	55	23.7068966
			Omit verb (O-v)	51	21.9827586
			Omit article (O-art)	8	3.44827586
			Omit subject (O-s)	1	0.43103448
			Total	115	49.5689655
2	Misordering	8.18%	Unclear meaning (MO-uc)	19	8.18965517
			Total	19	8.18965517
3	Selection/ Misformation	29.74%	Word choice (S-wc)	69	29.7413793
			Total	69	29.7413793
4	Addition	12.5%	Verb (A-v)	16	6.89655172
			Singular-plural (A-sing-plu)	4	1.72413793
			Preposition (A-prep)	3	1.29310345
			Article (A-art)	4	1.72413793
			Add-s (A-s)	2	0.86206897
			Total	29	12.5
Total				232	100

It has been checked by lecturer of English Education Department of State Islamic University Shultan Syarif Qasim Riau.

Pekanbaru, October 2019

RATER


Kurnia Budiyantri, M.Pd

The Recapitulation of Students' Grammatical Errors in Writing Descriptive Paragraph

No	Participants	O	A	S	MO	total	%
1	Students 1	1	3	5	1	12	5.172414
2	Students 2	10	0	4	1	15	6.465517
3	Students 3	7	0	2	0	9	3.87931
4	Students 4	5	0	0	3	8	3.448276
5	Students 5	9	0	0	0	9	3.87931
6	Students 6	8	0	0	1	8	3.448276
7	Students 7	6	0	1	3	10	4.310345
8	Students 8	2	1	6	0	9	3.87931
9	Students 9	4	2	0	0	6	2.586207
10	Students 10	7	0	7	0	14	6.034483
11	Students 11	5	0	1	5	10	4.310345
12	Students 12	11	0	3	0	14	6.034483
13	Students 13	4	0	1	1	6	2.586207
14	Students 14	9	0	6	0	15	6.465517
15	Students 15	7	0	4	2	13	5.603448
16	Students 16	1	0	3	0	4	1.724138
17	Students 17	0	2	2	0	4	1.724138
18	Students 18	1	1	0	0	2	0.862069
19	Students 19	2	2	3	0	7	3.017241
20	Students 20	3	1	1	0	5	2.155172
21	Students 21	0	0	1	0	1	0.431034
22	Students 22	1	4	4	0	9	3.87931
23	Students 23	4	1	2	0	8	3.448276
24	Students 24	1	0	3	1	4	1.724138
25	Students 25	0	0	5	0	5	2.155172
26	Students 26	3	0	0	0	3	1.293103
27	Students 27	1	2	0	0	3	1.293103
28	Students 28	0	5	0	0	5	2.155172
29	Students 29	0	5	4	0	9	3.87931
30	Students 30	3	0	1	1	5	2.155172
	Total	115	29	69	19	232	100

Pekanbaru, October 2019

RATER

Ywuzi
Kurnia Budiyaniti, M.Pd

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	2/9-18	Konsultasi umum persiapan		
2.	11-18	Revisi Bab I & II		
3.	11/12-18	Revisi Bab I & II		
4.	17/12-20			
5.	14/1/19	Konsultasi Revisi Bab I & II		
6.	4/1/19	Konsultasi persiapan		

Catatan :
 *Coret yang tidak perlu
 Pekanbaru, 15 - 10 - 2019

Pembimbing I / Promotor *

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	5/11-2018	Konsultasi grand & framework tesis		
2.	28/9-2019	Structures and contents of Chap. 1 & 2		
3.	15/10-2019	Final Check		
4.				
5.				
6.				

Catatan :
 *Coret yang tidak perlu
 Pekanbaru, 15 - 10 - 2019

Pembimbing II / Co Promotor *

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Fajar Putra
NIM : 21691101937
PROGRAM : Pasca sarjana
PRODI : PAI
KONSENTRASI : PB1

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	Selasa 6/2/18	The influence of using electronic artefact on speaking performance		
2		at Seat Islamic senior high schools Pekanbaru		
3				
4		The analysis of phonetic sound sound of letter and alphabet song		
5		for the first grade of elementary school		
6		The concept of Islamic English for music (a study of Ismail roji'at		
7		Alfaruqi's book toward Islamic English		
8		The Analysis of descriptive text found in English text book "when		
9		English Ringer beu "at Junior high school for 7th Grade.		
10				
11		A content analysis of reading materials in "look a head" text book for		
12		senior high school of tenth grade student.		
13				
14				
15				


Pekanbaru, Selasa 6/2 20...18
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Fajar Putra.
NIM : 21691104 937
PROGRAM : Pasca Sarjana
PRODI : pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris.

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	25/10/18	Pengembangan Bahan ajar Baku		
2		B. Arab utk siswa SD Se kec. Tanjung Pekonbaru (Halomoan).		
3				
4		Efektifitas Penggunaan Strategi		
5		Paragraph building utk meningkatkan kemahiran menulis siswa		
6		Pondok pesantren or bangkuning kompar (Salmon Hasami)		
7				
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru, 25/10 20...18
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Fajar Putra
 NIM :
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	08/05/2017	Pendidikan Kerukunan Suagama		
2		Cekah konsep kerukunan umat perspektif pendidikan Islam)		
3		(Khotul Ilmi)		
4				
5		Kontribusi kecerdasan sosial		
6		dan budaya organisasi Terhadap kompetensi sosial guru di		
7		smkn rekabek kampar (Habiburrahman)		
8				
9		Pembelajaran saintifik pada kis ditinjau menurut pendidikan		
10		Islam (Elliyah Arrida)		
11				
12		Implementasi full day school dalam membentuk karakter siswa di smkn		
13		sekecamatan Tanjung Hulo kab - kampar		
14		(Supri Agustina.)		
15				

Pekanbaru,
Direktur,


08/05 2017

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Fajar Putra
NIM : 21691104937
PROGRAM : Pasca Sarjana
PRODI : Pendidikan Agama Islam
KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	05/01/2018	Analisis Hak warisan anak diluar nikah perspektif Hukum Islam		
2		dalam UU Nomor 1 tahun 1974		
3				
4	05/01/2018	Efektifitas pendidikan Bora panas dengan menggunakan metode		
5		syariat dan Assyamiyah untuk meningkatkan kemandirian berbicara		
6		siswa di Sekolah Tsanawwiyah Al-Ihsan Kubang		
7				
8				
9				
10				
11				
12				
13				
14				
15				

Pekanbaru,
Direktur,


20....

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Fajar Sabutra.....
 NIM :
 PROGRAM : Pascasarjana.....
 PRODI : Pendidikan Agama Islam.....
 KONSELORASI : Pendidikan Bahasa Inggris.....

NO	TGL HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	15 Mei 2017	Konsel Pendidikan ahlak dalam Perspektif hamka dan Relevansinya dengan K-13		
2				
3				
4	15 Mei 2017	Pembentukan Pribadi islam menurut syaikh taqiyuddin an-nabhani.		
5				
6				
7	15 Mei 2017	Pengaruh kinerja Guru & Penguasaan sumber belajar terhadap prestasi belajar bidang studi Pendidikan agama islam di SMP swasta Se-kec. bukit raya kota Pekanbaru.		
8				
9				
10	15 Mei 2017	Perbandingan Perhatian orangtua terhadap cara belajar siswa Berprestasi dan tidak berprestasi di SMP N. kec. keritang kabupaten Indragiri Hilir.		
11				
12				
13	15 Mei 2017	Pengaruh Pembelajaran Pendidikan agama islam & Penciptaan suasana islam terhadap pslman agama pd siswa SMA Se. kecamatan Pangat kabupaten Indragiri hilir.		
14				
15				

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

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KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU

NAMA : Tajar Putra
NIM :
PROGRAM : Pasca Sarjana
PRODI : PAI
KONSENTRASI : PB1

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	17 Mei 2017	A Comparison Between the Effect of Using Cooperative Learning Technique (NHT & Pairs Check) on Students' Reading Comprehension		Anharu Rijal
2				
3				
4	17 Mei 2017	The Comparison between the effect of Using "Stop and Pave" and JOT Thoughts Strategies on Students' Writing Ability at MA Al-Munawwarah Pekanbaru		Fikriyah Hidayati
5				
6				
7				
8	17 Mei 2017	The Effect of Using Comic Strategies of Students' Reading Comprehension and Writing Ability of the Second year Students' of MTS Nurul Islam Zerasam Indragiri Hulu Regency		Amir Yusrianto
9				
10				
11				
12	17 Mei 2017	The Influence of Students' Anxiety and Students' Visual Language Learning Style on Their English Achievement at Junior High Islamic Boarding School Al-Munawwarah Pekanbaru		Hani Malik
13				
14				
15				

Pekanbaru,
Direktur,

20...

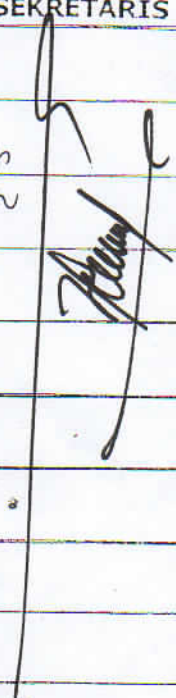
Prof. Dr. H. Ilyas Husti, M.Ag
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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Fajar Putra
 NIM :
 PROGRAM : Pasca Sarjana
 PRODI : PAI
 KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	17-5-2017	The effect of using plus minus		Apprye Marpaung
2		Interesting strategy on students' speaking ability and their motivation		
3		at state senior high school II pekanbaru		
4				
5	"	The effect of using gallery work		Misrafin
6		strategy on students' reading Comp. and writing ability at Islamic		Radhyah
7		senior high school boarding school		
8		technology of Riau Pekanbaru		
9	"	The effect of using choral reading method on students reading Comp.		Liza
10		and vocabulary mastery at Islamic		damayanti
11		junior high school boarding school		
12		technology of Riau Pekanbaru		
13	"	The effect of using the Affinity		Susedi
14		strategy and the story grammar		Suara
15		strategy on students' reading Comprehension at SMPN 3 Tanjung		

Pekanbaru,
 Direktur,


20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : FAJAR PUTRA
NIM : 21691204937
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	25/10-2017	The effect of Using contextual teaching and learning on students' Reading Comprehension in Recount texts at MAN 2 Pekanbaru		
2				
3				
4		The influence of Personality Traits and Self Confidence toward students' Speaking Ability At English Education Department of State Islamic University of Siska Riau Pekanbaru		
5				
6				
7				
8		The influence of story telling toward students' listening skill and learning		
9		Motivation at SMA Farmasi Ika Sari PEKANBARU		
10				
11		Influence of self-Efficacy and Self Esteem toward students' English Achievement at Sekolah Tinggi Teknologi Dumai		
12				
13				
14				
15				

Pekanbaru,
Direktur,

20....

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Fajar Putra
 NIM :
 PROGRAM : Pascasarjana
 PRODI : Pendidikan Agama Islam
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	7/2/17, Jumat	The influence of personality traits and language learning strategies		Diketahui
2		toward speaking ability at language Development center of uin suska Riau.		
3				
4		The model of speaking ability: a study on student's speaking motivation and		Muhammad Yusup
5		speaking ability anxiety at language development center of uin suska Riau.		
6				
7		A comparison between the effect of using twin and new strategies on students'		M. F. Indrawati
8		writing ability at smp 1 kampar timur		
9				
10		The effect of using picture through background knowledge strategy on		Ernawati
11		students' vocabulary mastery and writing ability at Smp of boarding school technology Riau		
12				
13		The comparison between the effect of using imagery strategy and cutting strategy		Rahma
14		on students' writing ability at smpn 2 kampar		
15		The influence of esteem and sympathy toward students' writing ability in descriptive text of smp of pompey technology Riau		Raudhatul

Pekanbaru,
Direktur,


20....

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI
PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : Fajar Putra.
 NIM : 17300092
 PROGRAM : S2
 PRODI : Pendidikan Agama Islam
 KONSENTRASI : Pendidikan Bahasa Inggris

NO	TGL/HARI	JUDUL TESIS/DISERTASI	PARAF SEKRETARIS	KET
1	16-05-2017	Prinsip Manajemen Pendidikan Islam dalam al-qur'an (Mat Rohim)		
2				
3	16-05-2017	Manajemen berbasis Akreditasi dalam peningkatan mutu pendidikan Prodi PAI di PTKIS Sekota Pekanbaru (Muhartini)		
4				
5				
6	16-05-2017	Strategi kepala sekolah dalam meningkatkan Guru di SMAN Kec. Bantan (Safa'atun Habib)		
7				
8	16-05-2017	Implementasi manajemen mutu Terpadu (studi kasus di PP Babusalam dan PP Al-Ihsan Boarding school Provinsi Riau (AF dal)		
9				
10				
11	16-05-2017	Strategi kepemimpinan kepala sekolah Madrasah dalam meningkatkan kinerja guru Madrasah A'riyah se-kabupaten Kuantan Singingi. (Erizon Efendi)		
12				
13				
14				
15				

Pekanbaru,
Direktur,

20...

Prof. Dr. H. Ilyas Husti, M.Ag
 NIP. 19611230 198903 1 002

- NB:** 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar



LANGUAGE DEVELOPMENT CENTER
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



SERTIFIKAT

ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

Fajar Putra

Nomor ID : 21691104937

Jenis Kelamin : Laki-laki

Tanggal Lahir : 12 November 1994

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

51 : الاستماع
54 : القراءة
57 : الفواعد
540 : النتيجة

Berlaku Hingga : 05 Agustus 2020



Arabic Proficiency Test® Certificate Provided by
Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.
The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info



Maryudin Syukri, M.Ag
The Head of Language Development Center



UIN SUSKA RIAU

LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الاسلاميه الحكوميه



SULTAN SYARIF KASIM

CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Fajar Putra

ID Number : 21691104937

Date of Birth : November 12, 1994

Sex : Male

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 59

Structure & Written Expressions : 48

Reading Comprehension : 49

Overall Score : 520

Expire Date : January 21, 2020



English Proficiency Test® Certificate Provided by

Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004

HP. 0852 7144 0823 Fax. (0761) 858832

Email : info@pusat-bahasa.info Website : pusat-bahasa.info



The Head of Language Development Center

Drs. H. Kalayo Hasibuan, M. Ed- TESOL

NIP. 196310281997031001



182010

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/15696
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : Un.04/PPs/TL.00/4178/2018 Tanggal 13 November 2018**, dengan ini memberikan rekomendasi kepada:

1. Nama : **FAJAR PUTRA**
2. NIM / KTP : **21691104937**
3. Program Studi : **PENDIDIKAN AGAMA ISLAM**
4. Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**
5. Jenjang : **S2**
6. Judul Penelitian : **AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING DESCRIPTIVE PARAGRAPH MADE BY STUDENTS' AT JUNIOR HIGH SCHOOL 3 IN MANDAU BENGKALIS REGENCY**
7. Lokasi Penelitian : **SMP NEGERI 3 MANDAU, BENGKALIS**

Dengan Ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan yang tidak ada hubungan dengan kegiatan ini.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian Rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Penelitian dan Pengumpulan Data ini dan terima kasih.

Dibuat di : Pekanbaru
Pada Tanggal : 19 November 2018



Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Bengkalis
Up. Kaban Kesbangpol dan Linmas di Bengkalis
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
- ④ Yang Bersangkutan



KABUPATEN BENGKALIS

JALAN ANTARA NO. 445 TELP. (0766) 21057

Website : www.kesbangpol.bengkaliskab.go.id | email : kesbangpolbks@yahoo.com
BENGKALIS

Bengkalis, 03 November 2018

Nomor : 070 / BKBP / 536 / 2018
Lampiran : -
Perihal : Rekomendasi

Kepada Yth :
Kepala Dinas Pendidikan Kab. Bengkalis

di-

Bengkalis

1. Memperhatikan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/15696 tanggal 19 November 2018, perihal sebagaimana tersebut di atas, dengan ini disampaikan kepada Saudara bahwa :

N a m a : **FAJAR PUTRA**
NIM : 21691104937
Program Studi : Pendidikan Agama Islam
Universitas : UIN Suska Riau
Jenjang : S.2
Alamat : Jl. Mulia RT. 004 RW. 008 Desa Gajah Sakti Kec. Mandau

Bermaksud mengadakan riset/prariset dalam rangka penulisan tesis dengan Judul :

"AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING DESCRIPTIVE PARAGRAPH MADE BY STUDENTS' AT JUNIOR HIGH SCHOOL 3 IN MANDAU BENGKALIS REGENCY"

2. Lokasi Penelitian : SMP Negeri 3 Mandau, Bengkalis
3. Untuk proses selanjutnya kami serahkan kepada Saudara, mengingat pada prinsipnya kami tidak keberatan terhadap penelitian yang bersangkutan sepanjang dipenuhinya ketentuan dan persyaratan yang berlaku.
4. Penelitian ini berlangsung selama 3 (tiga) bulan terhitung sejak tanggal rekomendasi ini dibuat.
5. Demikian untuk Saudara maklumi.

An. KEPALA BADAN KESATUAN BANGSA DAN POLITIK

KABUPATEN BENGKALIS

SEKRETARIS

Drs. H. ZAKARIA, MH

PEMBINA TK.I

NIP. 19641231 199203 1 087

TEMBUSAN : disampaikan kepada :

1. Yth. Bupati Bengkalis
2. Yth. Kepala Dinas/ Penanaman Modal dan Pelayanan Terpadu Satu Pintu Propinsi Riau di Pekanbaru
3. Yth. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang bersangkutan



PEMERINTAH KABUPATEN BENGKALIS

DINAS PENDIDIKAN

Jalan Pertanian No.007 Bengkalis Kode Pos : 28712
Telepon (0766) 8001009 Fax. (0766) 8001009 Email : dispen@gmail.com
Website : www.disdik.bengkalis.go.id

REKOMENDASI

Nomor : 422/DISDIK-PAUDNI/2018/74

Tentang

PELAKSANAAN KEGIATAN RISET

DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI/TESIS

Berdasarkan Surat Kepala Badan Kesatuan Bangsa, Politik dan Perlindungan Masyarakat Bengkalis, Nomor :070/BKBP/536/2018. Tanggal 03 November 2018 tentang rencana kegiatan riset dan pengumpulan data dalam rangka penulisan Skripsi/Tesis. Atas dasar surat tersebut, kami selaku Kepala Dinas Pendidikan Kabupaten Bengkalis memberikan Rekomendasi kepada :

Nama	: FAJAR PUTRA
NIM	: 21691104937
Jurusan	: Pendidikan Agama Islam
Universitas	: UIN Suska Riau
Jenjang	: S.2
Alamat	: Jl. Mulia RT.004 RW.008 Desa Gajah Sakti Kec. Mandau
Lokasi Penelitian	: SMP Negeri 3 Mandau, Bengkalis
Judul Skripsi/Tesis	: "AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING DESCRIPTIVE PARAGRAPH MADE BY STUDENTS' AT JUNIOR HIGH SCHOOL 3 IN MANDAU BENGKALIS REGENCY"

Dengan ketentuan sebagai berikut :

1. Tidak mengganggu proses pembelajaran di sekolah
2. Riset ini dilakukan hanya berhubungan dengan judul dan permasalahan yang teliti.
3. Pelaksanaan kegiatan Tugas Akhir ini berlangsung selama 3 (tiga) bulan, terhitung mulai berlakunya rekomendasi ini.

Demikian Rekomendasi ini diberikan dan dapat digunakan sebagaimana mestinya, dan kepada pihak yang terkait diharapkan dapat membantu kelancaran riset tersebut. Demikian disampaikan atas perhatian dan kerjasamanya diucapkan terima kasih.

Bengkalis, 03 November 2018

a.n. KEPALA DINAS PENDIDIKAN
KABUPATEN BENGKALIS
KABID PEMBINAAN PAUD DAN
PENDIDIKAN NONFORMAL
KASI KURIKULUM DAN PENILAIAN



LINDAWATI, SH

PENATA Tk.1

NIP. 19640928 200701 2 002

Rekomendasi ini disampaikan Kepada Yth :

1. Bapak Bupati Bengkalis di Bengkalis;
2. Sdr.Kepala Badan Kesatuan Bangsa, Politik dan Perlindungan Masyarakat Kab. Bengkalis di Bengkalis;



PEMERINTAH KABUPATEN BENGKALIS
DINAS PENDIDIKAN
SMP NEGERI 3 MANDAU
SEKOLAH STANDAR NASIONAL (SSN)
No. SK : 686/KPTS/KEP/P2012



Akreditasi : A

Jln Pelita I Kelurahan Duri Timur Telp. 0765 91961 / Fax 0765 91961

Web: www.smp3mandau.sch.id / Email: sekolah@smp3mandau.sch.id

SURAT KETERANGAN RISET

Nomor: 422/ KT-ADM/ 2019/

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 3 Mandau Kabupaten Bengkalis dengan ini menerangkan bahwa :

N a m a : FAJAR PUTRA
NIM : 21691104937
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Pendidikan Agama Islam (PAI)
Jenjang : S2
Perguruan Tinggi : Universitas Islam Negeri (UIN) Riau

Diberi izin untuk melakukan penelitian pada SMP Negeri 3 Mandau dengan judul "*AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING DESCRIPTIVE PARAGRAPH MADE BY STUDENT'S AT JUNIOR HIGH SCHOOL 3 IN MANDAU BENGKALIS REGENCY*" Pada :

Hari/ tanggal : kamis, 4 September 2019
Waktu : 09.00 s/d 12.00 wib
Tempat : SMP Negeri 3 Mandau

Demikianlah Surat Keterangan Riset ini di buat dengan sebenarnya, untuk dapat di gunakan sebagaimana mestinya.

Duri, 3 September 2019
Kepala Sekolah


Hj. Nurmawati, MM
NIP. 196306121985122001





PEMERINTAH KABUPATEN BENGKALIS
DINAS PENDIDIKAN
SMP NEGERI 3 MANDAU
SEKOLAH STANDAR NASIONAL (SSN)
No. SK : 686/KPTS/KEP/P2012
Akreditasi : A



Jln Pelita I Kelurahan Duri Timur Telp. 0765 91961 / Fax 0765 91961
Web: www.smp3mandau.sch.id / Email: sekolah@smp3mandau.sch.id

SURAT KETERANGAN RISET
Nomor: 422/ KT-ADM/ 2019/

Yang bertanda tangan dibawah ini ;

N a m a : SYAHRUL AMRAN, M.M.Pd
N I P : 19630404 198703 1 007
Pangkat/gol.ruang : Pembina / (IV / a)
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa ;

N a m a : FAJAR PUTRA
NIM : 21691104937
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Pendidikan Agama Islam (PAI)
Jenjang : S2
Perguruan Tinggi : Universitas Islam Negeri (UIN) Riau

Adapun nama tersebut Diatas Benar Telah Melakukan Riset Di SMP Negeri 3 Mandau untuk penulisan Skripsi sebagai tugas akhir perkuliaham yang berjudul ***"AN ANALYSIS OF GRAMMATICAL ERROR IN WRITING DESCRIPTIVE PARAGRAPH MADE BY STUDENT'S AT JUNIOR HIGH SCHOOL 3 IN MANDAU BENGKALIS REGENCY"***

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat di gunakan sebagaimana mestinya.

Duri, 10 Oktober 2019

Kepala UPT Satuan Pendidikan
SMP Negeri 3 Mandau



SYAHRUL AMRAN, M.M.Pd
NIP. 196304041987031007

CURRICULUM VITAE

PERSONAL INFORMATION

Name : Fajar Putra
Place of Birth : Lubuk Jambi
Date of Birth : 12nd, November 1994
Address : Jl Garuda Sakti km4.5 , Pekanbaru 26283
– Prov. Riau, Indonesia
Phone Number : 082387247418
E-Mail : **Fajar.Putra@students.uin-suska.ac.id**
Nationality : Indonesian



EDUCATION BACKGROUND :

Thesis Title (S2) : An Analysis on Grammatical Errors Written by Students at Junior High School 3 in Mandau Bengkalis Regency.
Thesis Title (S1) : The Effect of Using Realia Strategy on Students' Writing Descriptive Paragraph Ability at State Junior High School 6 Mandau Bengkalis Regency .
2012-2016 : Strata-1 Program (bachelor)(S1/S.Pd) at Faculty of Education and Teacher Training, English Education Department at State Islamic University (UIN) of Sultan Syarif Kasim Riau Pekanbaru
2009-2012 : State Senior High School 1 Mandau
2006-2009 : State Junior High School 2 Mandau
1990-2006 : Primary High School 53 Mandau

COURSE/TRAINING PROGRAM

2013 - 2015 : Member of Syaf Intensive English Course

LANGUAGE SKILLS AND ABILITY

Mother Tongue : Indonesia
Other Languages : English

OPERATIONAL SKILLS AND COMPETENCE

- 2014 : Committee of International Seminar at UIN Suska Riau.
- 2014 : Committee of the 1st LED International Conference 2014.
- 2014 : Committee of the 2014 Riau English Festival at UIN Suska Riau.
- 2014 - 2015 : Member of Public Relation of Student Association of English Education Department (SAEED) of UIN Suska Riau.
- 2013-2014 : Member of Social Division (SD) of Student Association of English Education Department (SAEED) of UIN Suska Riau.
- 2009 : Member of English Club SMAN 1 Mandau.

Work Experiences:

1. Teacher of English at SMK Muhammadiyah 2 Pekanbaru in Teaching Practice (PPL) of Uin Suska Riau. (2016)
2. Staff Marketting in YRAMA WIDYA Publisher (2016-2017)
3. Tutor in DEV (Duri English Village) (2017-2018)
4. Private course
5. Staff Pengajar Bahasa Inggris P2OSN Bina Sains Indonesia (2019).
6. Tutor Bahasa Inggris Homie English Pekanbaru (2019)
7. Lecturer at STIE HARAPAN BARU , Duri-Bengkalis (2019)